

ATHLETIC JOURNAL

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November, 1937



Punting, a Valuable
Asset for Late-Season Games

Frank Wilton

Individual Defensive Play
in Basketball

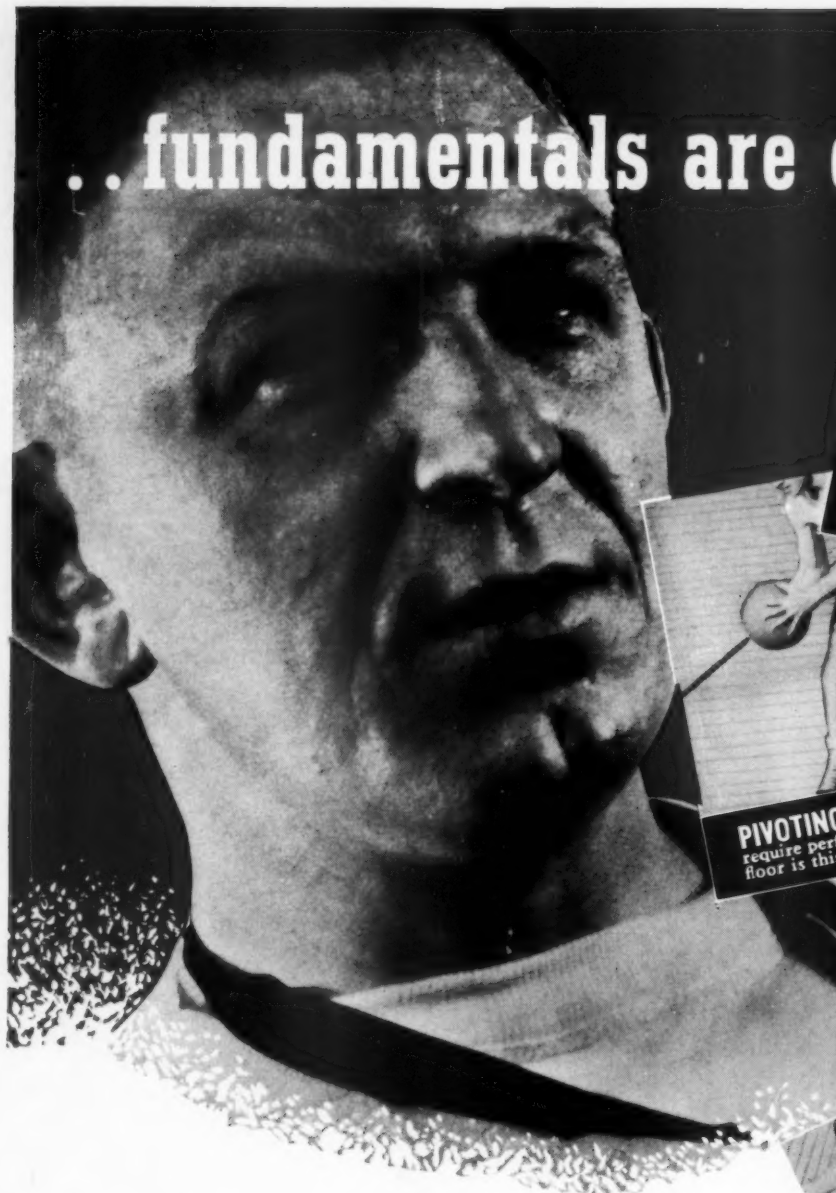
W. H. Browne

Six-Man Football
Tournaments

A. W. Larson

Football Offense of 1937

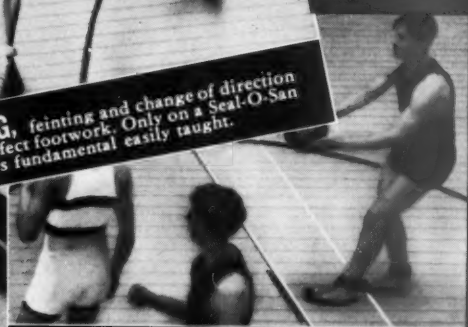
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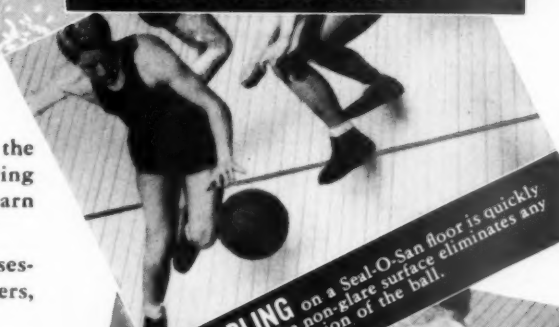
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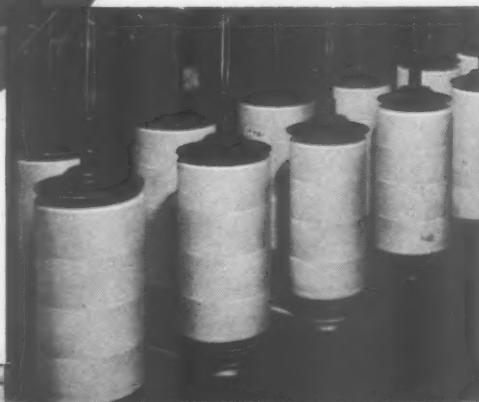
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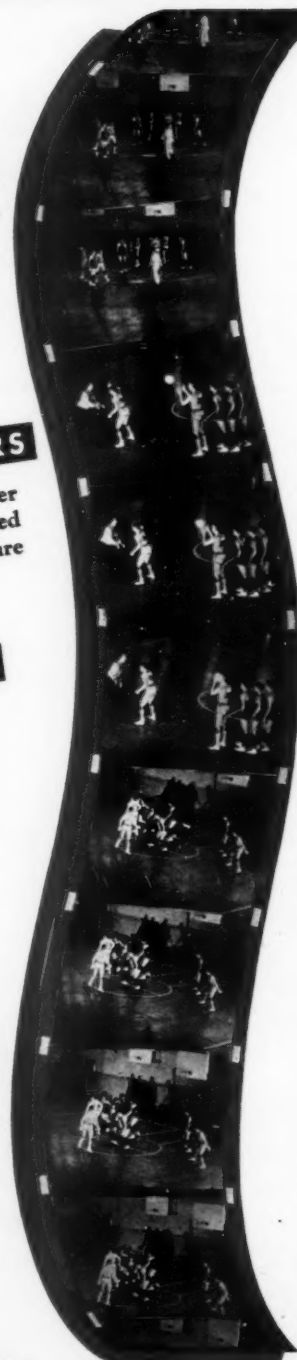
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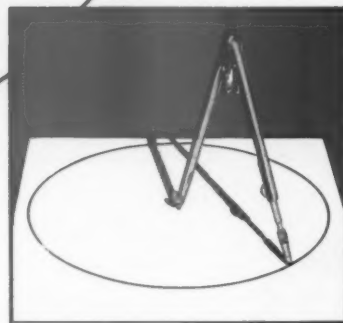
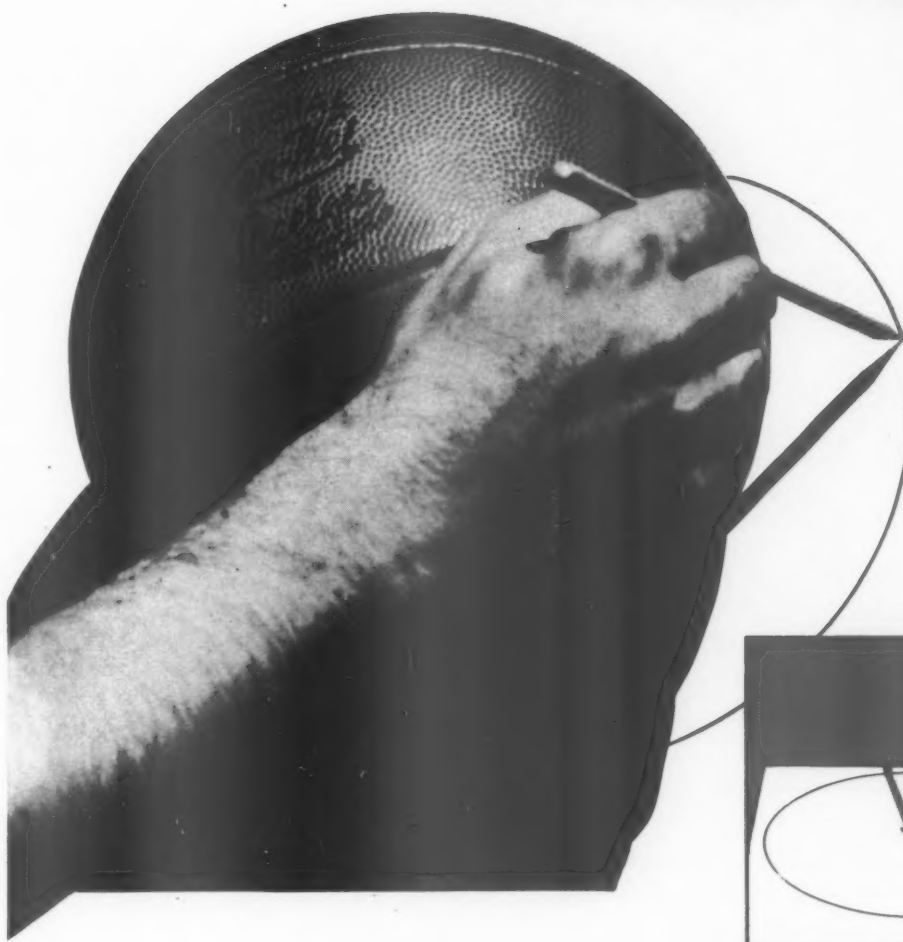


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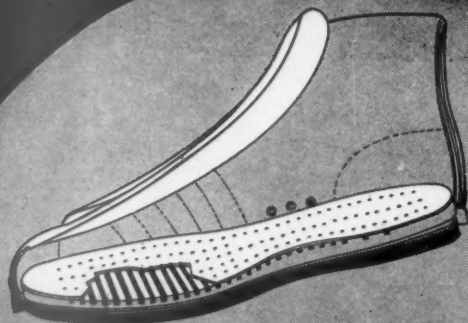
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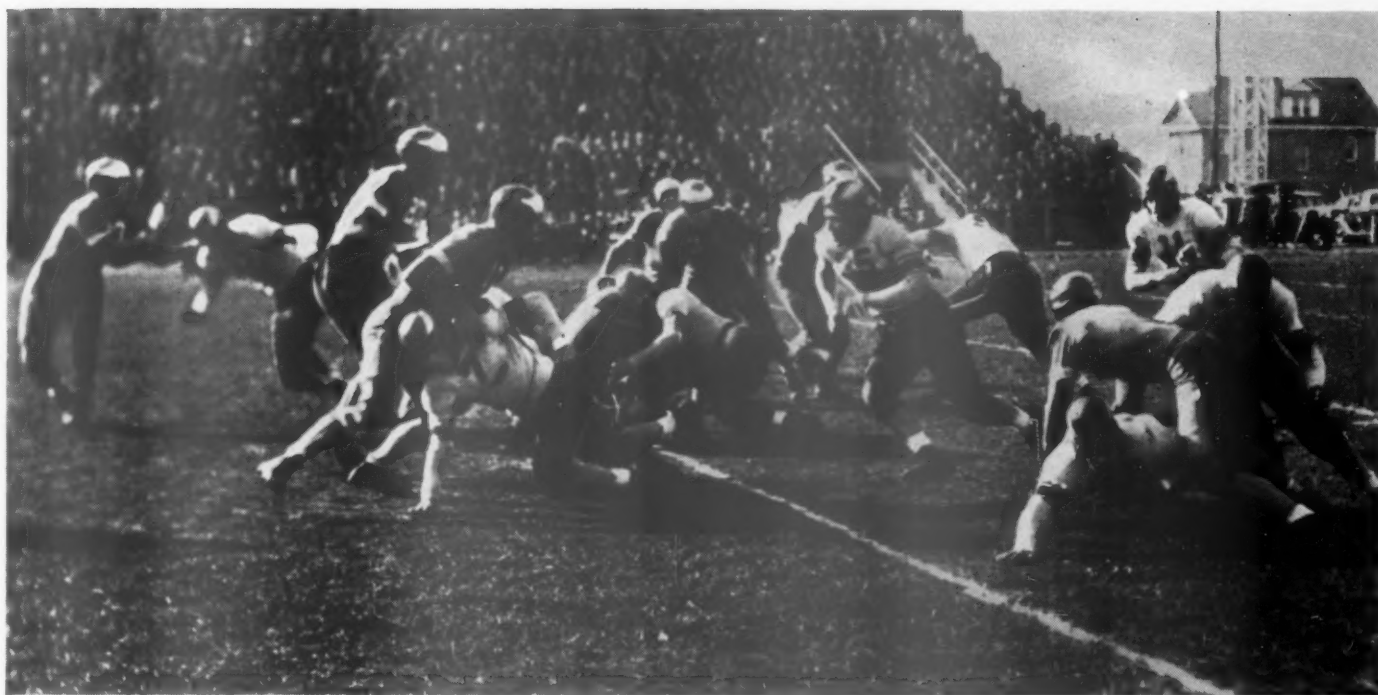
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A perfectly executed play from a modified punt formation in a Marshall College-Miami game.

Punting, a Valuable Asset in Late-Season Games

By Frank Wilton
Miami University

THE first problem of the coach in regard to punting—that of selecting the best punter from the material available—has been solved for the present football season. Some of us were fortunate at the start of the season to find in our material natural kickers who already knew the fundamentals of kicking. These men needed only our suggestions for improvement. On the other hand, many of us lost our punters by graduation or found from last season's games that we must select a player who might be developed into a punter.

During the first few days of practice we selected those men who had possibilities; we arranged time for kicking practice in the schedule, set aside for individual practice.

Fundamentals of Punting

Most of us realized that the natural coordination of the candidate should not be changed to fit into an arbitrary style. Football has known great kickers and no two of them have kicked just alike.

There were, however, some funda-

mentals of punting that the coach had to give his men and should now check to see that they are being used. A form which indicates a short step on the kicking foot and a slightly longer step on the second stride seems desirable in maintaining body balance and in getting the weight of the body into the kick. The direction of the final step very largely determines the final direction of the punted ball. Kicking to the right or to the left is a matter of the

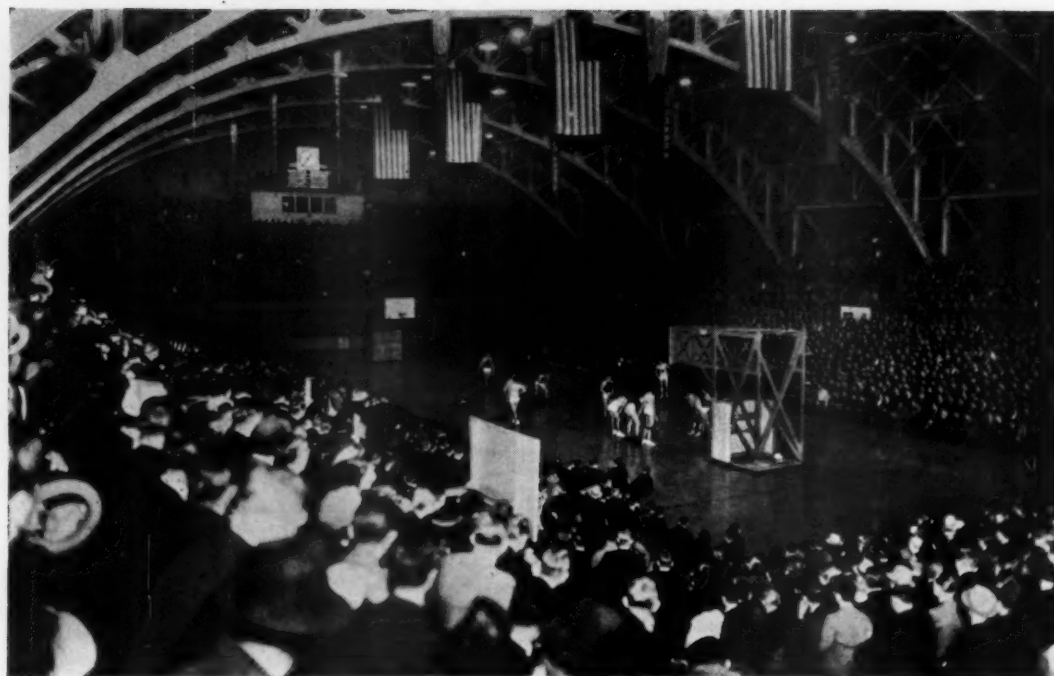
direction of the final step. Kicking high or low involves the holding of the ball and the pointing of the toe of the kicking foot.

The late season check-up on the punter to be made at this time will bring out these points. First, whether the punter has learned not only to look at the ball but at the same time to watch for potential blockers. Second, that the punter now has distance, accuracy and control. The distance from the target which was only twenty yards from the punter at the beginning of the season has been increased. His correct position of the ball on his foot at the instant of contact has given him control. He has learned that he has not had to kick with greater effort into the wind, that a breeze to the front and left of him, if he is a right-footed kicker, has aided his spirals, that a true, spiraled punt has drilled on through a stiff breeze and that a ball, not kicked squarely, has failed to carry against the wind.

The third point to be considered, by both coach and punter, in looking over the team for the November games, is the blocking of punts. The punter has been

(Continued on page 50)

MR. WILTON'S articles on Football and the Development of a Wholesome Personality, appearing in the *ATHLETIC JOURNAL* in 1936 will be remembered by former readers of the *ATHLETIC JOURNAL*. To our new readers we present Frank Wilton, B.A., from Stanford in 1929, M.A. from Stanford, 1935. At Stanford Mr. Wilton played left halfback for three years under Glenn Warner. After his graduation, he coached at the Burlingame, California, High School, returned to his Alma Mater in 1931 as Assistant Football Coach and in 1932 became Head Coach of Football at Miami.



Basketball teams of the University of Kansas and the University of Nebraska have a habit of playing before record breaking crowds, the game played in Lincoln February 27, 1937, smashing all previous conference attendance marks with over 9,000 fans in the stands. This time the Nebraska Team won by a score of 37 to 32, the victory enabling Nebraska to tie Kansas for the Big Six title. Note the scoreboard and clock, upper left, where the official time of the game is in clear view of the spectators and players. The scene shows a Kansas player attempting a free throw. The Nebraska team is in white and the Kansas squad in dark jerseys.

Individual Defensive Play in Basketball

By W. H. Browne
University of Nebraska

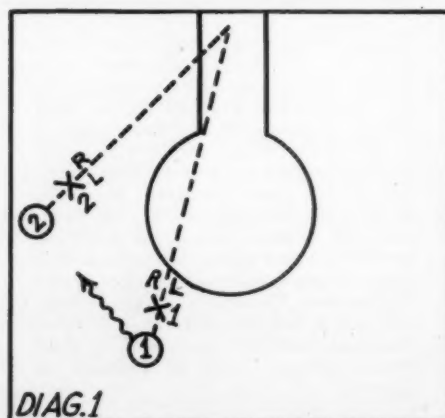
THE successful basketball team of today has five men well grounded in the technique of individual defense, instead of one "watch dog" under the basket as in earlier years. Each player must assume his share of the responsibility in guarding the basket and in regaining possession of the ball. A greater amount of time is necessary to develop defensive skills and to habitualize the technique of individual defensive play than is necessary to develop team play on defense. For this reason it is necessary to give some thought to the essentials of successful individual defensive play.

There are a few fundamental principles common to all individuals on defense that are essential to their success, regardless of the differences in technique taught by coaches to their players.

Fundamental Principles

The first principle is one of floor superiority. A position of floor superiority must be maintained at all times; that is, the player on defense must keep between his opponent and the basket he is guarding. He should be in such a position that he can see his man, the ball and as much of the playing floor as possible. The guard's

PREVIOUS to joining the coaching staff of the University of Nebraska, where he became Head Basketball Coach in 1932, W. H. Browne had coached in Indiana and Nebraska high schools. He is one of the many products of Indiana basketball courts, having learned the game at Morton High School of Richmond. Last month, Coach Browne discussed defensive play of the team. Defensive play of the individual is the subject of the present article. The University of Nebraska basketball team last year tied with the University of Kansas for the championship of the Missouri Valley Conference.

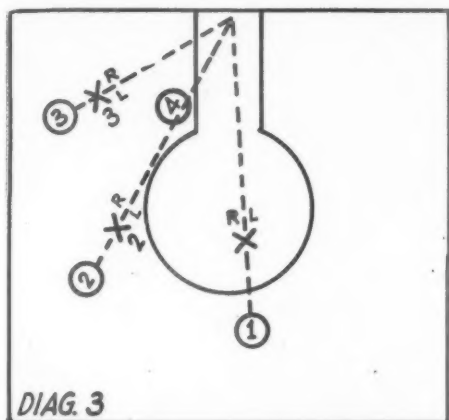
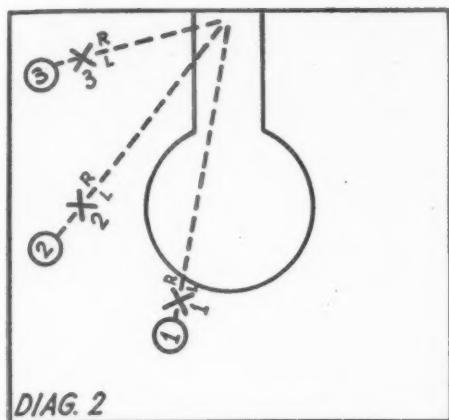


DIAG.1

distance from his man, his stance, his footwork, and the use of his arms will vary with ideas of different coaches, as to what is the best form. Adjustments must be made which will enable the guard to hold this position at all times and never let his man break behind him, free to receive a pass for an unmolested shot at the basket.

In Diagram 1, X1 in guarding O1 draws an imaginary line from O1 to the basket. He takes his stance slightly to the inside of this line with his inside foot slightly advanced, and about the distance of two arms from O1. X1 attempts to defend against the most dangerous action of O1. His action is correlated with the defensive position of his teammates, each of whom is guarding a man who does not have the ball. X1 makes it difficult for O1 to pass by him to the middle and makes it easy for him to pass to his teammate, O2, on the side of the court. If O1 should start a dribble to his left, X1 will follow by a sliding or boxer's step, leading with the right foot.

In Diagram 1, X1 has made it easy for his opponent to pass to his teammate, O2, on the side of the court. X2 realizes that this invitation is presented and plays his man with his right foot slightly advanced on the inside of an imaginary line drawn



from his opponent to the basket. He is alert for this pass and attempts to intercept a carelessly passed ball or force his opponent farther away from the goal to receive the pass. If the pass to 02 is successful, X2 advances to a guarding position with his left foot advanced on this imaginary line to the basket and makes it difficult for 02 to pass to the center of the court and easy for him to pass to the corner, Diagram 2. As soon as 01 passes the ball, guard X1 retreats one step toward his goal on this imaginary line to prevent 01 from breaking behind him.

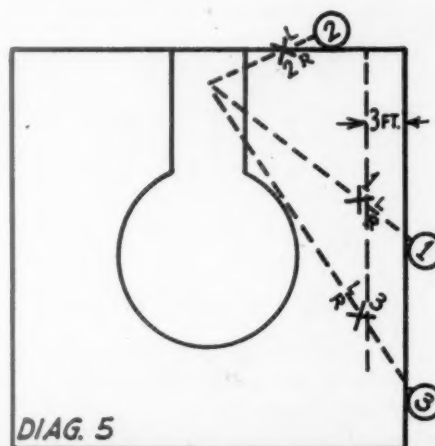
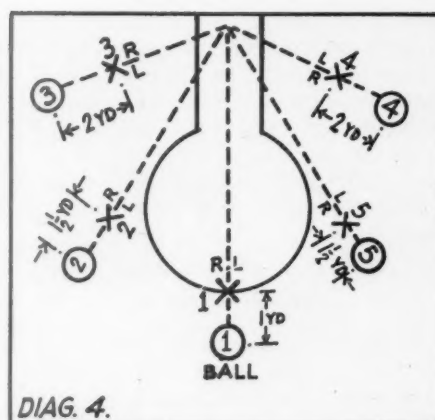
In diagram 2, X2 has made it easy for his opponent to pass to the corner where his teammate X3 is guarding 03 and expecting a pass. He is alert to the pos-

sibilities of interception, and at the same time tries to keep 03 from breaking behind him for a short shot. His position is on the rear of an imaginary line from 03 to the basket with his outside foot slightly advanced so that he can see his man and the ball to the best advantage. In Diagram 3, the pass was made successfully and X3 is now guarding the man with the ball. He makes it difficult for 03 to pass to his teammate 04 playing a post position on the side of the free throw lane and easy for him to pass back to 02. X2 retreats toward his basket one step to help intercept a pass from 03 to 04, or to pin 04 to a held ball if the pass is successful. At the same time he is alert to intercept the pass back to 02 as he knows his teammate X2 is making this pass possible. X1 has retreated toward his goal to aid in defending against passes to 04. At the same time he must realize that his first responsibility is to cover 01, should he break to the goal or around his teammate.

These positions would be reversed on the opposite side of the court.

Diagram 4 shows the floor position of all five men with 01 in possession of the ball and the approximate distance they should play from their opponent to maintain floor superiority.

Diagram 5 shows the floor position of a player in guarding a man who has the ball out of bounds. He should be well to the inside of this imaginary line to the basket,



Offensive and defensive rebound work is shown in this picture from a game between the University of Montana and the University of Nebraska. Floyd Ebaugh (32), Nebraska center, is taking a leaping lay-in shot over the arm of a defensive player, Chumrau of Montana (9). Chumrau fouled on the play, as his left arm was whipped back into Ebaugh's chest. Smith of Montana is coming into the basket on Chumrau's right with Parsons (white Jersey) of Nebraska and Miller (16) of Montana in the rear.



making it difficult for his opponent to make a pass toward the goal or to break to the basket after he has passed the ball into the court. He makes it easy for the opponent to pass into the court but away from the goal. In guarding a man out of bounds, he plays for interception until the ball is thrown in, then he picks up the man.

Defensive Drill

A player on defense will find himself confronting many situations in the course of a game. The coach should attempt to give each player actual experience in these situations during his drill periods. The guarding of opponents may be divided for coaching purposes into the following classifications:

A. Guarding an opponent who has the ball.

1. Preventing a successful shot.
2. Preventing a successful pass.
3. Preventing a successful dribble.
4. Preventing a successful pivot.
5. Preventing effective feints and bluffs.
6. Preventing successful screen and pick-off plays.

B. Guarding a man who does not have the ball.

1. Keeping an opponent from being the feeding cog to his teammates.
2. Preventing screen and pick-off plays.

(Continued on page 46)



(Above)

Rebound work is an important part of defensive play. In a game between the University of Minnesota and the University of Nebraska, a Minnesota player (in the background) has earned a side court shot. Parsons of Nebraska (under net), Ebaugh of Nebraska (32) and Dohrmann of Nebraska (right foreground) have the rebound areas well covered. If the shot is missed, it is quite evident that a Nebraska player will gain possession of the ball.

(Left)

A good tall man will always be the choice over a good short man in the game of basketball, regardless of the new center rule. It is quite evident that the only way Ebaugh, Nebraska center (in white under basket), can be prevented from getting his shot off is for his opponent, Smith of Montana, to foul him.



Mousetrap Plays

By Paul J. Schissler
Hastings, Nebraska

ONE of the recent developments in offensive play which has caused defensive linemen to be more cautious and to think and act quickly as they charge across the scrimmage line, is the so-called "sucker" or mousetrap play. The most successful play of this type requires considerable deception on the part of blockers. They must make the lineman who is to be trapped think that the block intended for him was missed or that the offensive player assigned to him missed his assignment. In this way the lineman may be lured into crashing through into the trap laid for him. Late variations of these plays have brought them along to such a stage of perfection that even the most alert defensive lineman often finds himself driving forward toward the ball-carrier who apparently is a set for a clean tackle, so clear is the path made for him.

Last season one of our opponents had made more than ordinary progress in the organization of a series of mousetrap plays. They had a "sucker" play for every hole in the line. Especially effective was one of these aimed at the defensive left guard. It so happened that our left guard was one of our smartest and most experienced linemen; ordinarily it was hard to "suck" him out of position. He was warned on several occasions about this particular play. During the game against this team on at least two occasions, he was caught charging into the opposing backfield only to be side swiped and carried completely out of the play. Talking it over after the game, he explained to me that he knew what was coming when the hole opened up in front of him, but that he was so certain that he could make the tackle that he could not resist the temptation of taking a shot at the ball-carrier. The element of timing is the one big thing that makes these plays go and this particular team had that play perfectly timed.

Mousetrap plays are a direct development of the old cross-blocking, inside tackle plays and undoubtedly that play brought about the original "sucker" play and others that have been added to a list of that particular type. After it was used with success against the tackle on the strong side, it was added to the offensive play against the weak-side tackle.

Then the plays were tried against both guards, and also worked out successfully. The original play as I first saw it used is shown in Diagram 1. This play, aimed at the hard-charging tackle has been very successful for many years and has several variations of assignments. This one is, in my estimation, one of the strongest. It starts like a wide sweep. The action of the backfield has a tendency to set up the defensive linemen in such a way that the blockers have a beautiful blocking angle on the man whom they are to take out. Back 1 starts out as if to try to block the defensive end from in front, in order to tie him up for a sweep around his position by backs 3 and 4. The end naturally favors the outside, making it possible for back 3 to cut sharply inside of him and screen him away from the ball-carrier and out of the play. Just a screen block delays the end long enough to get the ball-carrier past the end. The right end 7 fakes a block with his outside shoulder at the defensive tackle playing opposite him. He misses him and goes through to block out the strong-side backer-up. Lineman 5 drives straight into the defensive guard ordinarily playing directly opposite him. In doing this he sets up the guard for a hard block and turn by lineman 6. Between them they eliminate the guard. It is one of the simplest and most effective line assignments. These assignments permit the charging tackle to come through unmolested. If he does, he falls into the trap laid for him. Back 2, coming along

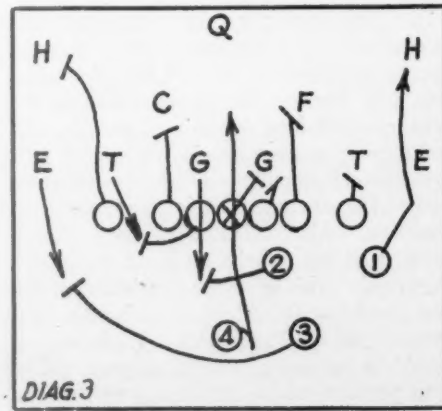
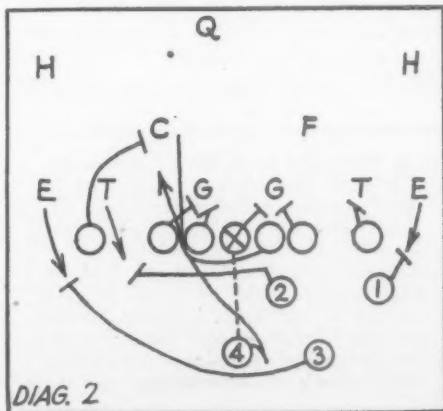
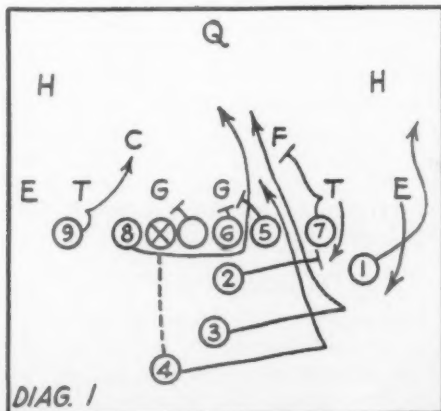
as close to the scrimmage line as possible, gets a nice block at the tackle from the inside. With a hard shoulder block, he carries the tackle in the direction in which he is charging and to the outside. In this way the tackle is not only eliminated, but helps screen off his own end outside of him. Now the ball-carrier makes a sharp cut toward the defensive guard and is led through the hole in the line by 8, his own left guard. The left end 9 must block the tackle opposite him long enough to get the play under way and then go through for the secondary.

One of the first teams to use the short-side "sucker" play on the tackle was Notre Dame. With their balanced-line formation which gave them considerable advantage in running plays to the opposite side from which the backs shifted, they used this play successfully for many seasons. Assignments on these plays varied according to personnel. One of the much used variations of this play is shown in Diagram 2.

In blocking out the tackle as he comes through, back 2 uses a shoulder block with his head on the side of the scrimmage line. Back 3 fakes, gets the ball from 4 who may do either a half or full spinner. Then 3 takes the end out. The play goes over the outside shoulder of the defensive guard.

A second play, which looks very much like this play is a mousetrap aimed at the guard on the short side and is often played as shown in Diagram 3.

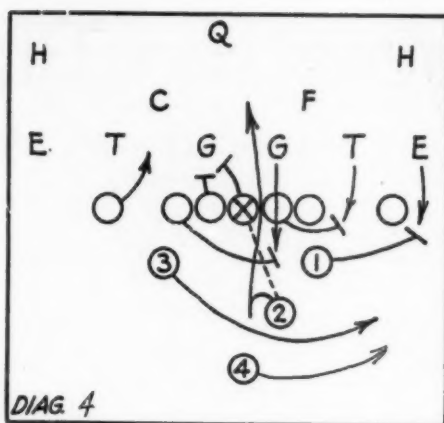
Back 4 receives the ball from center and fakes it to 3 as he goes behind him. Back 3 takes the end out. The offensive left end fakes a block at the tackle directly opposite him and goes through for the defensive halfback as diagrammed. The left tackle fakes a block at the defensive guard playing inside of him, misses him and blocks out the short-side backer-up. The left guard pulls out behind his own line



and blocks out the defensive tackle as he comes through. He hits the tackle with a hard shoulder block, keeping his head on the outside in order to block his man definitely out of the play. No provision is made in these assignments for the right guard who is allowed to come through, as he apparently has a clear path to the ball-carrier. Back 2, who delays one count, comes across as per diagram and drives him out of the play. In the meantime, the center and right guard are taking the defensive guard out to the left, the guard setting him up and the center turning him out of the play with a shoulder block. The right tackle goes through to block out the man backing up the line on his side. The right end takes the tackle on his outside shoulder out and 1 blocks out the defensive left end.

Mousetrap plays from short-punt formation, may be used effectively, if worked in with a series of plays of like character. A team using the 2 back as a pivot man from this formation may find the play, as shown in Diagram 4, one which will shake the fullback loose for good gains.

On this play the assignments are as follows: The right end goes through for the defensive fullback. The right tackle cuts



through and over to block out the defensive center. The right guard pulls out to take out the defensive left tackle. In so doing, he pulls out as if he were leading and end sweep. The center and offensive left guard take the defensive right guard to their left. Both the left tackle and left end pull out as if to lead a play to the opposite side, but the left end simply does so in order to get a blocking angle on the right tackle playing opposite him. He pivots out of the line, turns, and dropping his shoulder nearest his man, drives

into the right tackle, screening him out of the play. In the meantime, the left tackle goes around behind his own line ready to side swipe the defensive left guard who has been given a clear path to back 2 who is handling the ball. As the left tackle hits the defensive left guard, the spinner man who has faked the ball to back 3, drives through over the right hip of his own center. When plays of this type are well timed, they often break a man loose through the middle of the line where straight shoulder-to-shoulder blocking may give little or no yardage.

Another type of mousetrap play used with good success from an unbalanced single wing-back formation is a fake pass play aimed at the defensive left-guard position. Against a team who uses the left guard to rush the passer, it is especially effective. A fake reverse may also be employed to make this play go.

On this play the ball is snapped back to 4 who takes one step to the right and a step back. He raises the ball back over his right shoulder as if to pass to the right end or right halfback, who are apparently trying to break into the clear toward these

(Continued on page 45)

Six-Man Football Tournaments

By A. W. Larson

Sykeston, North Dakota, High School

CHAMPIONSHIPS in six-man football may be decided by tournaments. There are several conditions that make it possible to hold six-man football tournaments. There are only six players on each team which makes travel easy and inexpensive. Four six-man football teams involve only about the same number of players as two regular football teams. The open nature of six-man football assures the spectators of plenty of entertainment throughout the tournament. In areas where good officials are scarce, four teams have a better chance of securing competent officials than only two teams.

In planning the first tournament, coaches should remember several things. The tournament should not include more than four teams. The quarters should be eight minutes long instead of twelve. If the regular game plan is used, two full days should be allowed for the tournament. Players must be in good physical condition. All conditions of the tournament must be clearly understood by all concerned. This is important because the first tournament will leave a lasting impression as to its merits. Each squad should be limited to twelve players. This is to prevent undue advantage to schools

that have large student enrollments.

Matching Teams

Matching the team may be done in one of three ways: (a) season's record, (b) comparative weight of entire squad, (c) regular draw as in basketball.

Method (a) may have its disadvantages if two or more teams have won the same number of games. The caliber of teams played has a bearing on the number of games won and lost by each opponent. All teams might not have played the same number of games. If the tournament is for the championship of a conference or district method (a) is a good one to use, because only games played in the conference or district are counted.

Method (b) has one great advantage in

that from the physical point of view it matches the two teams that have nearest equal weights. It does not by any means match two teams of equal ability. A well coached light team may outplay a heavy inexperienced team. From the physical point of view, this plan seems the most logical.

Method (c) is perhaps the best, in that the matching is left entirely to chance. Here, there is only a chance that the teams will be evenly matched. Of course, the two strongest teams may meet in the final game, but their first games may not be even. Most coaches will prefer this method because it seems fairest to all competitors.

The first plan I have outlined, of determining championships by tournaments calls for four teams playing two games each day for two days. On the second day, the two winners play for first place, and the two losers play for third place. This type of tournament is a regular four team basketball tournament.

Second Plan

A second plan of determining championships by tournaments for four teams requires only one afternoon of play for the entire tournament. The four teams, A, B,

ARTICLES by A. W. Larson on six-man football were published in the September and October issues. Besides being actively engaged in coaching, Mr. Larson is Superintendent of Schools at Sykeston, North Dakota. He therefore holds an administrative as well as coaching viewpoint toward six-men football, a sport that is becoming increasingly popular in the smaller high schools of the country.

C and D play as follows: A versus B for two quarters of twelve minutes each. C versus D for two quarters of twelve minutes each.

The two teams having the highest scores at the end of the first half play for first place, and the two teams with the lowest scores play for third place. The time required for this tournament is the same as for two full games. If the first game starts promptly at one in the afternoon, this plan provides a full afternoon of football. This plan has one great advantage over the first plan in that each team actually plays only one full game. The first plan, in which each team is compelled to play two games, one on each successive day, may prove too strenuous.

If there happen to be tie scores at the end of the playing periods in either the first or second plan, the tied scores may be broken in one of the following ways. (a) Each team may be given the ball for four plays, and the team making the most yardage in four plays be declared the winner. This should exclude yardage made by a kick of any type. (b) The team hav-

ing the largest number of first downs at the end of the regular playing period may be declared the winner. (c) The team having the most yardage at the end of the regular playing period may be declared the winner. (d) An additional eight minute period may be played.

Of the four methods, the first one is perhaps the most fair to players. There may be the objection that four plays is not enough to determine a championship. The fourth method may be the best test of team strength, but the time element and physical hardship to players no doubt offset any advantage in this method.

Third Plan

The third plan of determining championships by tournaments provides that the final winner of the tournament be the team with the high score for the day. This plan is weak in that it leaves all teams in the running until the final gun and makes for an offensive game. If this plan is used, teams should play as follows:

A versus B, C and D for one quarter each, a total of three quarters.

B versus A, C and D for one quarter each, a total of three quarters.

C versus A, B and D for one quarter each, a total of three quarters.

D versus A, B and C for one quarter each, a total of three quarters.

The plan provides three full games for the afternoon. Such a tournament may be interesting to spectators but is too long for one afternoon. It gives each team long rest periods which may be either desirable or undesirable. The playing may be continuous, that is, two teams starting to play as soon as the other two teams leave the field. The order in which the teams play may be determined by a drawing.

The playing of football tournaments is a new idea. The main objection is the physical hardship to the players. The advantages are the added interest by spectators, better gate receipts, and championships determined by a method more spectacular than the season's record. Certainly the tournament is an aspect of the new game that should be tried.

Pointers for Wrestlers

By Richard K. Cole
Brown University

IN taking the standing position, keep completely relaxed. It is impossible to move quickly when you are tense. Balance your weight on your toes, always keeping your feet well apart. Take short quick steps when moving forward or backward. Keep your elbows close to your body. Keep your hands low in order to ward off an opponent's attack.

When moving sideways, sidle along on your toes as a boxer would do. Never cross your legs when wrestling from the standing position. Always keep your head up. Bend your body well forward; keep your back nearly horizontal with the mat.

When an opponent dives for your legs, drive both your arms under his arms and push them up around his back, locking your hands if possible.

When you are on your knees facing an opponent, and he dives for your legs, put one arm across his face, hook a hand over his upper arm and with your other hand grasp his near ankle and proceed around behind him. If your opponent manages to clasp his arms around your legs, go into a switch, double wrist lock, arm drag or possibly a chancery and bar.

Be cool and collected. Be sure you have a hold; then give the utmost speed to your movements. Do not stall; make a real match of every bout.

Position Underneath on the Mat

In taking the position underneath on

the mat, keep your knees well apart, dig your toes into the mat, keep your weight far back, place your hands about six inches from your knees and a little to the outside. You should be in such a position that you can drop on either elbow at once.

Keep your head up. Develop speed. It is the important thing.

When using the double wrist lock, always go into a bridge; never raise your head from the mat. If your opponent ties up your wrists, twist your hands out backwards. Turn your head up and away from a half nelson; also, pull your near shoulder down. No excuse exists for being pinned with a half nelson. On all escape holds, speed must be used. Shift your weight away from your adversary; fight to stay in the upright position. Your hands and arms should be kept out away from your body to restrain your opponent

from tying them up against your abdomen.

Always put forth your best efforts when coming out from underneath; be sure of a hold before you proceed to work it.

Position Behind on the Mat

When the referee is ready to say "Go," watch his lips. When "Go" is said, grab your opponent very tightly, because he will probably attempt to free himself in a hurry. If you are a leg wrestler, you should at once hop on your opponent's rump.

After you have your man under control, relax in order better to follow him in his movements. No wrestler can move quickly when he is rigid.

Always move to the side upon which your opponent is working; especially when he is attempting wrist locks, side rolls, wing locks, arm drags and leg rolls. It is a near impossibility to use standard arm holds on a leg wrestler.

If your man attempts to sit through, follow him fast, and bring him back to his side on the mat. To gain secure control of your opponent, tie up his wrist or his ankle.

Balance is an important asset in wrestling; develop it.

The illustrations on the following pages will aid the coach and his wrestlers in studying several maneuvers in detail.

THE author of this article is well known to readers of the *Athletic Journal* through articles published previously. Richard K. Cole won the 135-pound National Collegiate wrestling championship while attending Iowa State College, from which he graduated in 1931. For the past few years, he has coached wrestling at Brown University and has been influential in increasing the popularity of the sport among New England colleges and universities.

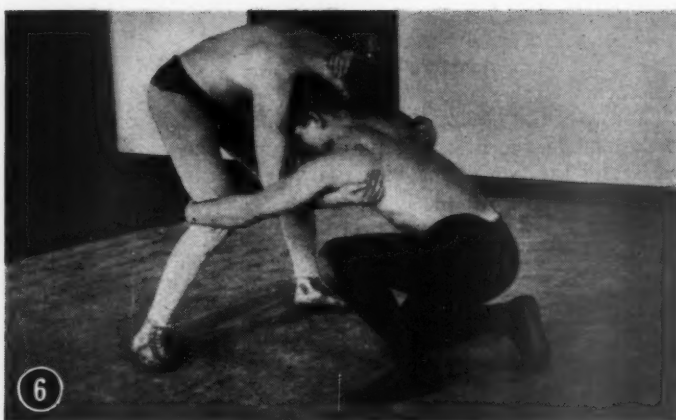
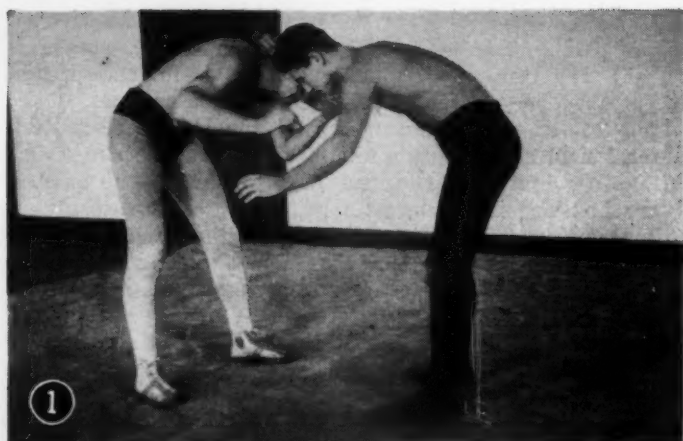


Illustration 1. This picture shows the start of a go-behind maneuver from standing. A (in black tights) has torn B's right hand from his neck. B is in the process of putting his hand back on A's neck.

Illustration 2. Just as B's hand nears A's neck, A ducks his head under B's arm and then raises his own head, lifting B's body.

Illustration 3. A continues behind B. He grasps B around the waist and takes him backward to the mat.

Illustration 4. This picture shows a method of going behind when the wrestlers are neutral and on their knees. A quickly dives into B and hooks B's near ankle with his left hand.

Illustration 5. A pulls himself around behind B and clasps him around the waist in the characteristic referee's position on the mat.

Illustration 6. This picture shows A attempting to leg dive B, who defends himself by pushing his hands under A's armpits. However, A has hooked one of B's legs behind the knee and has a hold on B's neck. A can still go behind B.



Illustration 7. A pushes forward and throws his left leg around B's right leg, which he has hooked with his left hand. From this point, A continues to push B to his back. It is important for A to hold B by the neck till the maneuver is completed.

Illustration 8. This picture illustrates the start of the simplest pinning hold in wrestling, the half nelson and body lock. A comes around near the front and attempts to turn B to his back.

Illustration 9. This picture shows the break for the half nelson hold. B quickly turns his head up and away and pulls his left arm down hard, which in turn pulls A's hand from B's neck.

Illustration 10. This illustration shows the start of the counter for the double wrist lock. A must be in position to come around in front of B quickly, and he must be sure that his legs are free.

Illustration 11. A comes around in front of B. It is important for A to keep his weight on B to prevent the completion of the wrist lock.

Illustration 12. A has come around directly in front of B and is on his knees. It is now impossible for B to use the wrist lock and A, by putting his weight on B's chest, can secure a fall.

Illustration 13. This picture shows B in a sit-out, attempting to escape. A grasps B tightly around the waist and bears his weight forward to keep B from turning either way.

Illustration 14. This picture shows the start of a fall when an opponent sits out. A quickly drops his waist lock and hooks B's right arm with his left hand. This maneuver must be worked very speedily and be timed accurately.

Illustration 15. A has pulled B back and thrown his right arm around B's chest. From this point, A throws his opponent to his back and pins him to the mat.

Illustration 16. This illustration shows an escape hold. A stands and gets his right arm under B's right arm. From this point, speed is very important.

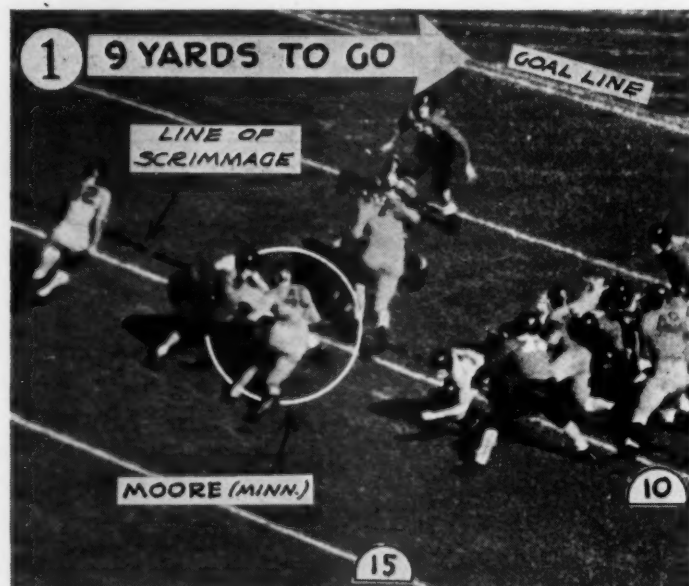
Illustration 17. A has dropped to his left hand and thrown his left leg out forward. Notice that A now has his shoulder under B's arm.

Illustration 18. A has lifted his right shoulder and turned out backwards. He throws his left arm around B and continues to go behind.



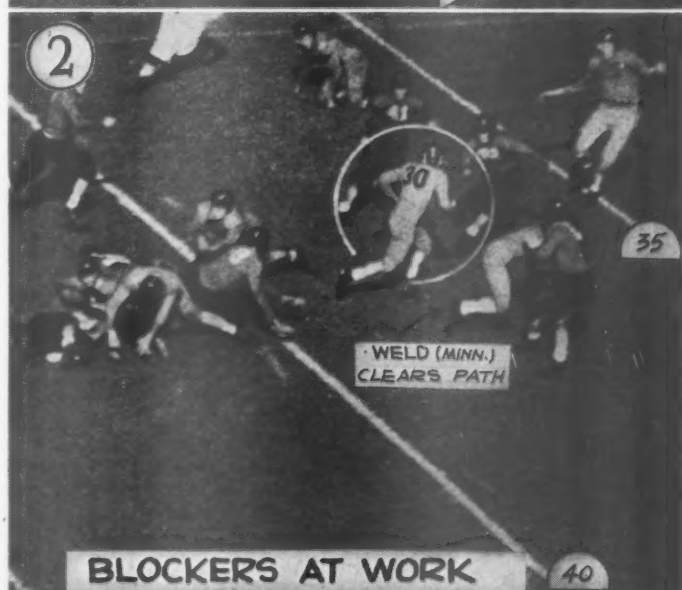
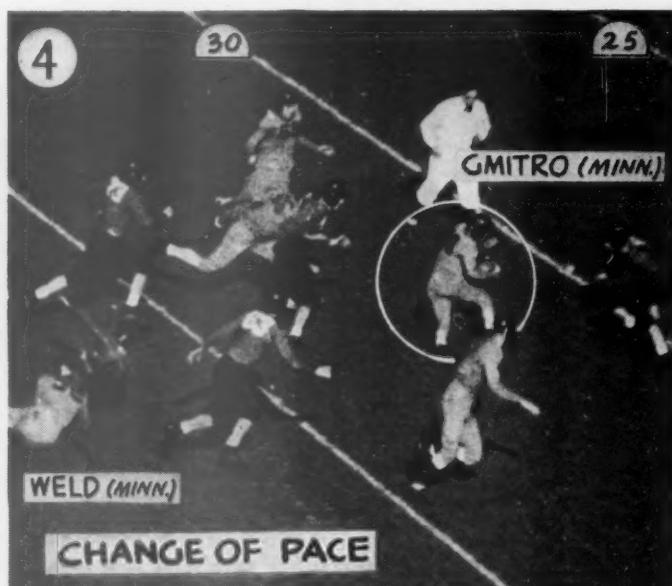
FOOTBALL MANEUVERS

Moore (Minnesota) cuts through tackle from 9-yd line to score. (Minnesota-Indiana Game 1937)



UNDER GAME CONDITIONS

Gmitro (Minnesota) returns a punt in the Minnesota-Indiana game. (Pictures courtesy of Des Moines Sunday Tribune.)



Games, Drills and Teaching Devices for Basketball

By John A. Torney, Jr.
University of Washington

WHETHER in the teaching of physical education classes or in the coaching of a varsity team for or during the season's competition, there seems always to be a need for games and drills to vary the established teaching procedure or relieve the monotony of training.

Such devices are especially of value when they serve as a means of teaching the fundamental skills and techniques efficiently at the same time that they counteract boredom or lessen tension.

It is for this reason that the following list of games and drills has been compiled. No attempt has been made to include intricate drills or plays.

These drills may be classified according to (1) space required, (2) players required or accommodated, (3) starting formation, (4) amount of activity involved, (5) skill developed, (6) time required, (7) equipment required, (8) roughness or gentleness. They have been classified below according to fundamentals, (or skill developed) and starting formation.

Passing

A. TWO LINES. (Facing each other, 10 to 40 feet apart.)

1. SHUTTLE PASSING, Stationary: Each group is placed in two lines, the players facing each other. Players pass the ball back and forth between lines, until it reaches the end. Specify types of passes and right and left-hand passes. Two or more groups may be started simultaneously for competition. (Diagram 1)

TEACHING the fundamentals of passing, shooting, dribbling and pivoting in such a way as to avoid monotony is one of the major problems of the basketball coach. Listed here are numerous games, drills and devices for teaching these fundamentals.

John A. Torney, Jr., who compiled this list, is Assistant Professor of Physical Education at the University of Washington. Mr. Torney was graduated from the University of Washington in 1928, and took his master's degree at Columbia in 1930. Since 1933, as swimming coach at his Alma Mater, he has inaugurated state high school swimming championships. He is also tennis coach at the University of Washington.

2. SHUTTLE PASSING, in Motion: Same as above, except that the receiver exchanges places with the passer. (Diagram 2)

3. BOUNCE SHUTTLE PASSING, Stationary: The instructor walks down the center between the lines at a pace sufficient to force rapid passing (or the instructor kicks the ball).

B. TWO COLUMNS. (Facing the same direction, 10 to 40 feet apart.)

1. TWO MEN DOWN THE FLOOR AND

RETURN: The players pass back and forth as they go.

2. FOUR MEN DOWN THE FLOOR: Two men from each column practice straight or criss-cross passing. (Diagram 2)

C. TWO LINES. (Facing each other, gymnasium width apart.)

1. LINE GUARD: Object is to pass the ball through or over a team and across the goal line. Use two teams. Each must stay on own half of basketball floor. Ball must cross the goal line or hit the back wall at a height not to exceed seven feet. Side lines or end lines of basketball court are the goal lines.

2. DRIVE BALL: Space same size as basketball court. Object is to pass ball through or over opponents so that it touches the ground behind opponents' goal line. If an opponent touches a pass, he gets the ball there. The side scored upon starts play.

3. BOMBARDMENT: Divide court in halves. On each side or at each end set up a row of Indian clubs. Teams of from five to fifty stay in own half of area. The object is to throw the ball or balls so that they knock over one or more Indian clubs. Players may pass the ball. One point is given for each club knocked over. A time limit should be set. (Diagram 3)

4. CONSECUTIVE PASSES AGAINST THE WALL: (Specify different passes.)
(a) On a time basis. Individual. Start as many boys as you have



John A. Torney, Jr.

Legend to Diagrams

Dribble ~~~~~

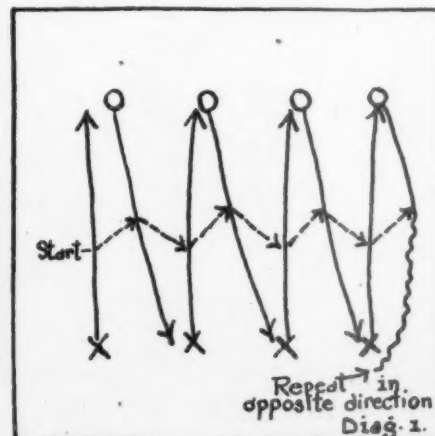
Pass ----->----->

Path of player in motion -

----->

Path of ball on shot -

----->

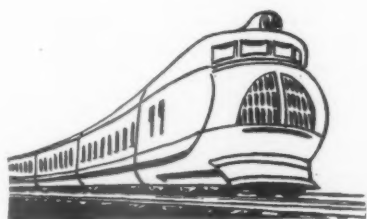


Last-Bilt...the basketball that makes good teams *BETTER*

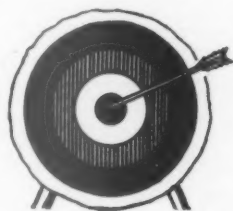
THE revolutionary new "Last-Bilt" basketball has the perfect balance, the absolute roundness, the *uncanny accuracy* that brings good playing technique up to the point of perfection.

No more "unlucky" bounces...no more erratic flight. Instead, just about everything that makes for *precision* in play. For the "Last-Bilt" ball has *no* seams, *no* stitches, *no* openings, *no* laces...*no* foreign influences to mar its perfect performance!

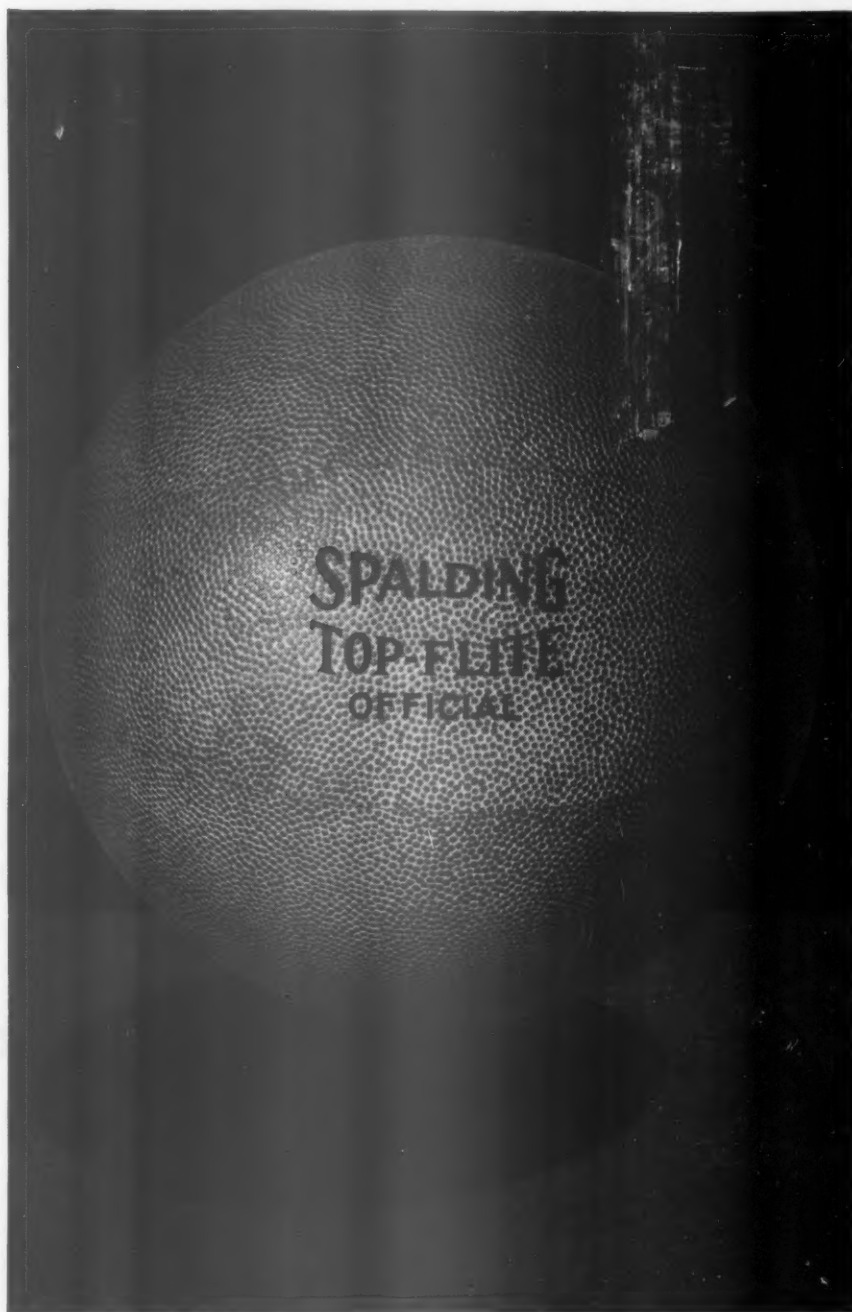
Ask your Spalding dealer or representative about the new Spalding Top-Flite Official Basketball. This ball brings you all the amazing "Last-Bilt" performance features, *plus* the manufacturing skill for which Spalding is famous.



Revolutionary Design! The "Last-Bilt" ball is made on a form, or last, to standard measurements and rebound. No seams, stitches, welts or laces, inside or out. Less air pressure is needed—wear is evenly distributed. And these features result in a ball that outwears old style balls *two-to-one!*



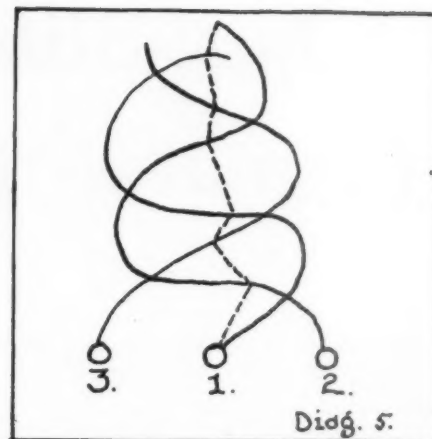
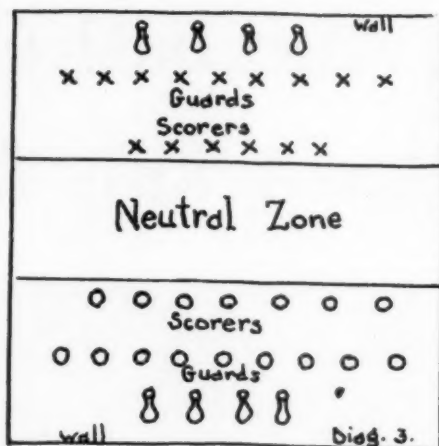
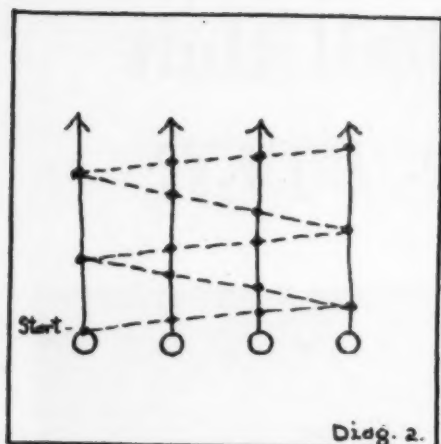
Perfect Performance! The "Last-Bilt" has no dead spots—no erratic action to handicap the player. It is absolutely true, round, accurate. Rebound and flight are under control at all times.



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Spalding also offers "Last-Bilt" construction in soccer and volley balls





balls. They count passes made in a 30 to 60 second time limit. Pairing off boys will facilitate counting.

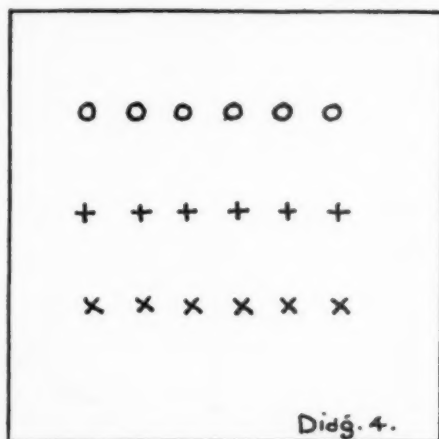
- (b) On a team basis. Divide into as many equal teams as there are balls. Each boy on a team must make 10 to 50 passes against the wall and hand the ball to the next boy on his team.

D. THREE LINES. (Two lines as in A above, with third line between.)

1. **PASS THROUGH:** Players of the two outside lines pass the ball up and down own line or to opposite line. The object is to pass *through* the middle line without interception. Score completed passes for each team. Rotate positions. (Diagram 4)
2. **DOUBLE DODGE BALL:** Boys in center line dodge passes of other boys. Players in outside lines use push or bounce passes. Balls must strike boys of center line below waist. Play is on time basis, with each line in center same length of time. Score one point for each time any boy is hit, rather than eliminate those boys hit. (Diagram 4)
3. **THREE MEN DOWN THE FLOOR:**
 - (a) Straight down, passing back and forth.
 - (b) Criss-cross. Each boy, as he passes, *crosses behind the boy to whom he passes* and then turns back to the center to receive a pass from the third boy. (Diagram 5)

E. SINGLE CIRCLE. (One circle to each team for competition.)

1. **CIRCLE PASSING:** Each player passes to the next boy to right or left around circle, one to five times.
2. **CIRCLE KEEP-AWAY or CROSS-CIRCLE PASSING:** Arrange circle. Put one or more boys in the circle to try to intercept ball as it is passed about or across circle. Boy making a pass which is intercepted takes the place of the boy making the interception. Passes must be to a boy at least two to four places away.
3. **CENTER RUN:** Teams of eight or ten make up each circle. One player



in each circle runs to center and passes to the boy who was on his right. Repeat around the circle.

4. **DODGE BALL:** Similar to 2 under D above, but place one team within circle formed by other team. Encourage passing around to trap men in center. Set a time limit.
5. **CENTER MISS BALL:** One boy in the center holds a ball. A second ball is held by one of the boys in the circle. The center boy passes to the circle as the other ball is passed to him. Boys in circle try to confuse center boy and make him miss. When center boy misses, the boy making the pass goes to the center. Specify type of pass.
6. **CALL BALL:** Each boy is assigned a number. Instructor throws the ball in the air in center of circle and calls a number. The boy whose number is called must come in, take possession of the ball and call "Stop," then attempt to hit stationary boys with specified pass. If he misses, a "dud" is called against him. The boy at whom the ball is thrown may catch it or dodge it. If he attempts to catch and misses, a "dud" is called against him. If he catches the ball, he throws at someone else. Any boy with the ball may pass instead of throw, but the receiver may pass at him. A boy given three "duds" must bend over while other boys try

to hit him from specified distance.

7. **DOUBLE CALL BALL:** Same as above, except two boys are each assigned a number. The boy failing to retrieve the ball is given a "dud." He attempts to guard the boy who retrieved the ball.
8. **WHISTLE BALL:** For either circle or two line shuttle formation. Ball is rapidly passed around until the instructor blows his whistle. The boy last in possession of the ball is given a "dud." (See 6 above.)
9. **CENTER PASS BALL:** One boy is in center. He takes a pass from a boy in the circle and passes to the next boy on the right in the circle, who passes back to center. The passing continues around the circle.
10. **CIRCLE OVERTAKE:** Players number by two's around the circle. One ball is given to the 1's and another ball to the 2's. Balls start on opposite sides of the circle. Players pass to next teammate on right (or left). The object is so to pass ball that it overtakes the ball of the other team.

F. DOUBLE CIRCLE IN MOTION.

1. **DOUBLE CIRCLE PASSING:** One circle is within another and both are in motion in opposite directions. The ball is passed from circle to circle. Use one to three balls.

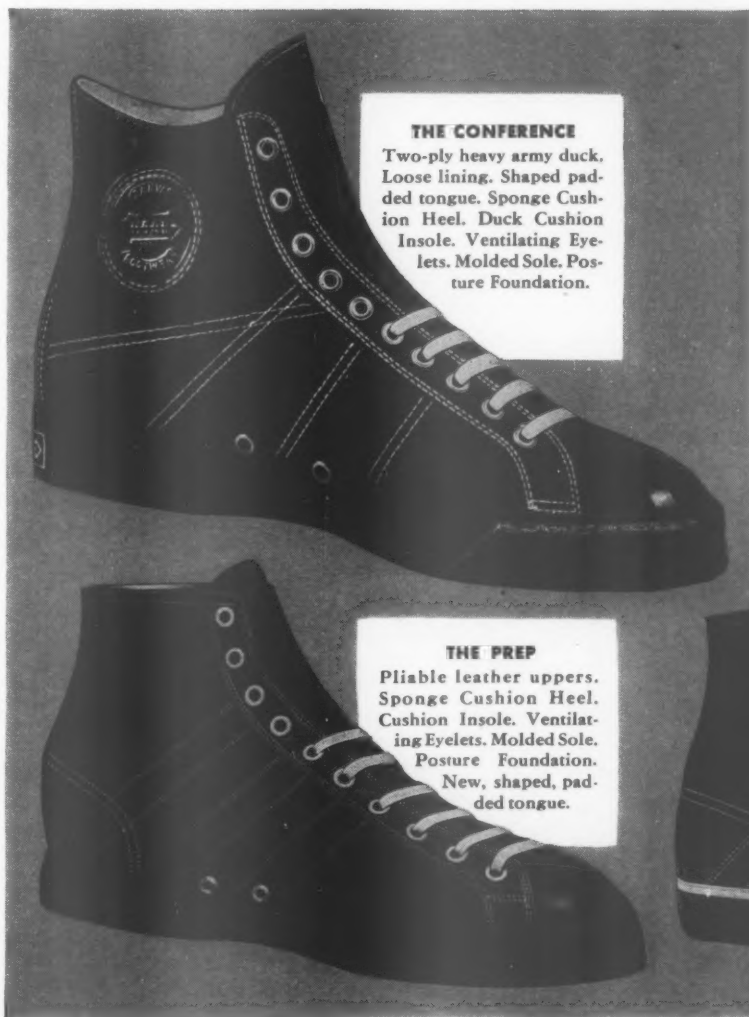
G. SQUARE.

1. **SQUARE BALL:** Eight players are arranged in form of square, three to each side of square. Boys on corners are team 1, boys in middle of each side are team 2. One ball is given to each team. On "Go," players of each team pass to own players. Team which makes specified number of passes first is the winner. (Diagram 6)

H. NO SPECIFIC FORMATION.

1. **KEEP AWAY:** Two teams. Object is to retain possession of the ball. Specify type pass to be used.
2. **NUMBER KEEP-AWAY:** Same as 1 above except each team counts its own passes in the attempt to run up the greatest number of consecutive passes.

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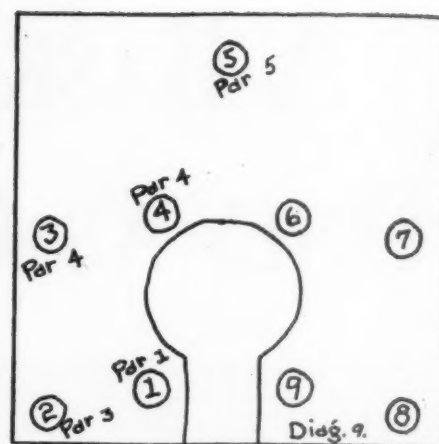
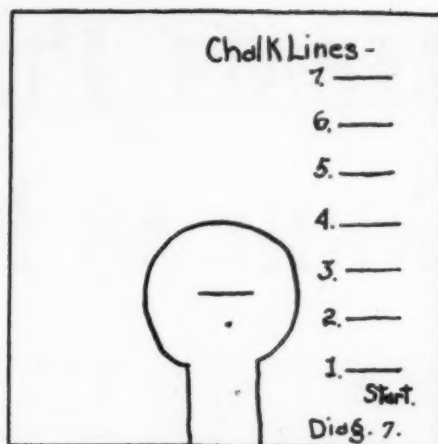
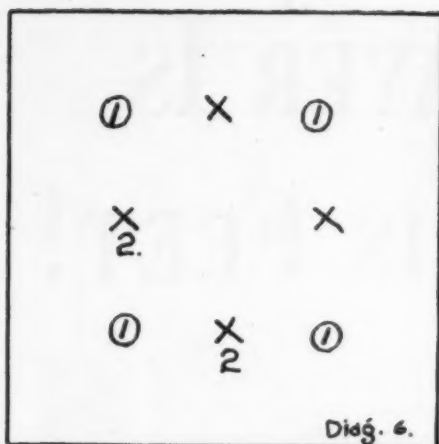
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3. **DROP OUT OR ERROR COUNT:** Any boy making a bad pass or missing a good pass must drop out. Send all boys eliminated to another group where they may practice without penalty. Vary by having a scorer for each team to count misses and bad passes.

4. **TWENTY-ONE PASS:** A form of keep-away, but with five passers against one to four guards in a restricted area. Passers attempt to run up twenty-one consecutive passes without interception. Rotate players so that guards become passers.

I. OTHER GAMES.

- | | |
|------------------|-----------------|
| 1. Newcomb | 7. Pin Ball |
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Shooting

A. **SINGLE COLUMN.** (Facing basket from the side.)

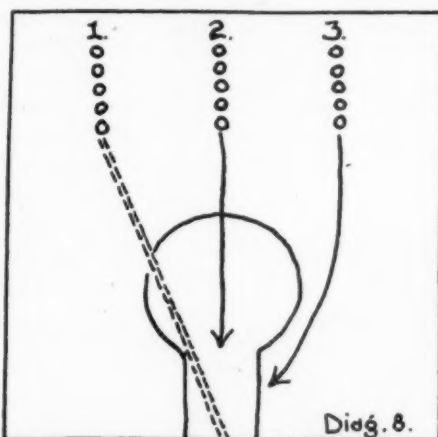
1. **OLD MILL:** Players use short lay-in, pivot or back flip shots. Each boy may recover shot of preceding boy and then shoot, or may recover all shots and pass to next boy.

2. **OLD MILL VARIATION:** Eliminate each boy as he misses and send him to another basket, or do the same with each boy as he makes a basket. Keep track of consecutive baskets made by each group under each basket. Start all groups simultaneously and have them count total baskets made within set time limit.

3. **FREEZE-OUT:** Each boy must score if boy before him scored, or else drop out to other basket.

B. **SINGLE COLUMN.** (Facing basket from front.)

1. **FREEZE-OUT OR FOLLOW THE LEADER:** Each boy takes a long and short shot. Long shot counts 2 points; short, 1. Each boy must make a score equal to or better than preceding boy or drop out. Specify type of shot to be used.



2. **TWENTY-ONE:** Use a column for each team or group. Players take turns shooting. They shoot a long and a short shot. Long shot counts 2 points; short, 1. First boy to total 21 points wins. No dribble is allowed.

3. **TWENTY-ONE VARIATIONS:** a. Player making 21 points starts again. b. Player must hit backboard or basket on long shot or he cannot take short shot. c. If basket and backboard are missed on long shot, player is "bust." d. Each player is awarded 3 points for clean shot, 2 for backboard shot and 1 point for short shot. e. Each long shot made gives the boy making it another long shot. f. Players take all shots from free throw line with same rule as e above except that first shot made scores 1 point, second consecutive shot scores 2, third scores 3, and so on. g. Have two groups and total all points in each group, scoring by teams and not individually. h. Team twenty-one (see g above) may be varied by requiring each boy to remain at basket till he makes his short shot. i. Each short shot missed subtracts 1 point from team or individual score.

C. **SINGLE LINE.** (Across floor, facing basket.)

1. **ONE STEP BACK OR CHALK LINE SHOOTING:** Start at designated spot in front of basket. As boy makes

basket from one spot, he takes one backward step and shoots from there on his next turn. Chalk lines may be marked on the floor; each boy starts shooting from line nearest basket. (Diagram 7) Both games may be varied by permitting each boy to continue shooting as long as he makes a basket. Use time limit or set certain line or distance to be reached. May require last boy on each line to drop out.

2. **WORK-UP:** Boy on extreme right shoots first. Second from right shoots next and so on across from right to left. Start again at right. A boy moves up to replace the boy who shot just before him if his score is better than that of the preceding boy (2 points for long, 1 for short) and so tries to work to the head of the line. No score (or no long shots made) in three rounds (or one to five rounds—set your own rules) puts the boy at the foot of the line.

D. **THREE COLUMNS.** (Facing basket from front.)

1. **CUT-THROAT:** One team to each column. A boy from team 1 takes long shot. One boy each from teams 2 and 3 follow in for short shots. The one who gets the rebound attempts a short shot. Boys are given 2 points for each long or short shot made. Rotate teams. Team 2 takes next long shot and 1 and 3 follow in. Game is 10 to 20 points. (Diagram 8)

E. **SINGLE CIRCLE.** (Alter to fit each game.)

1. **FREE THROW SHOOTING CONTEST:** Each boy has five to fifty throws. Best score wins, or elimination tournament is held.

2. **GOLF:** Draw nine circles on floor in various spots at desired distances from basket. Number these nine circles. A boy must score from hole 1 before shooting from 2, etc. You may vary the game by permitting boy to continue shooting if basket is made. (Diagram 9)

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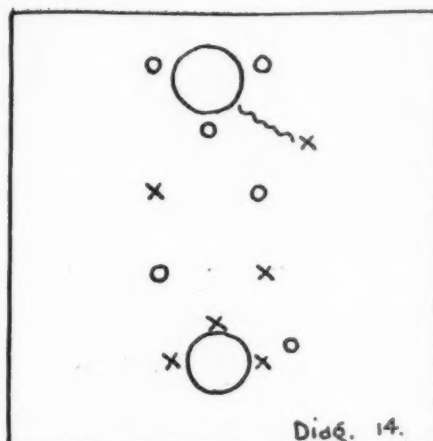
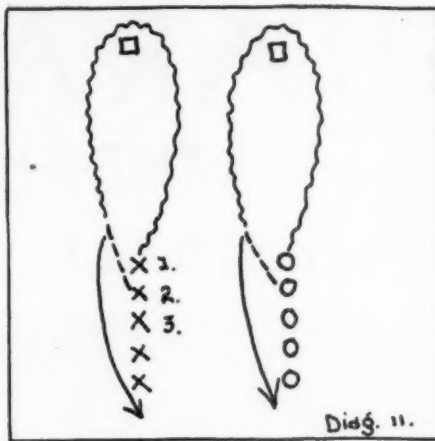
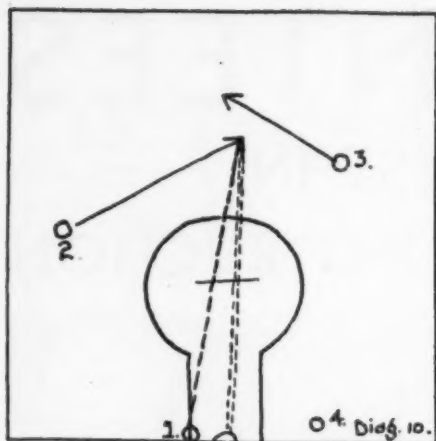
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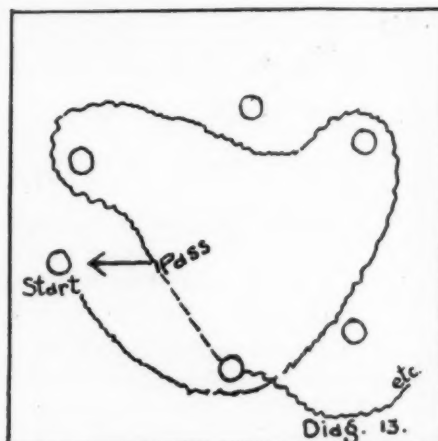
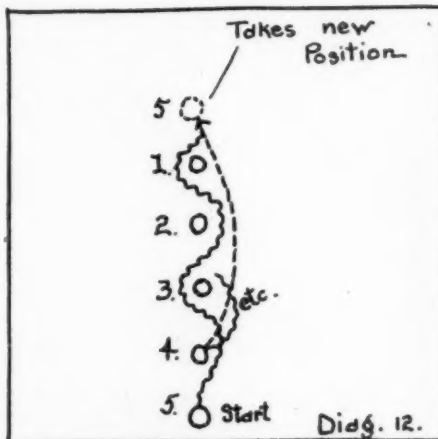
golf, but circles are either around free throw lane and circle or form a big semicircle with basket at base. You may designate circles as Tokyo, Suez, New York, etc.

4. **SHOOTING AGAINST TIME:** Use any formation so long as boys take turns in attempt to score as many short shots as possible in 30 seconds. Each boy recovers his own shots and continues shooting.
5. **FREE BALL:** Any number of players from four to ten is best. For example, with four players, 1 takes the ball under the basket and rolls it on the floor with left hand across the free throw line; 2 runs in from the side to pick it up and then immediately attempts a basket; 3 backs up to stop the ball if 2 misses it as it rolls; 4 stands ready at the basket to recover shot and roll next. A score of 1 point is given if rolling ball is stopped; 2 points if basket is scored. No shot allowed at basket if rolling ball is fumbled or missed. Players rotate in positions according to numbers above, or instructor may do all the rolling of the ball. (Diagram 10)

Dribbling

A. COLUMN. (One column for each team or group.)

1. **DRIBBLE RELAY:** First man of each column starts from behind a designated line. Each man dribbles to end of floor and returns. Use Indian club, medicine ball or chair at turning point. (Diagram 11)
2. **OVER AND UNDER DRIBBLE RELAY:** Same as above except 1 hands ball through legs to 2; 2 hands ball overhead to 3; 3 through legs; 4 over head, etc. Last man dribbles to other end of floor.
3. **OVER AND UNDER DRIBBLE RELAY VARIATIONS:**
 - a. Under legs only.
 - b. Over head only.
 - c. 1 pivots and passes back to 2; 2 pivots and passes to 3; and so on.



- d. 1 stands at side of column and passes ball to 2, who passes back to 1, who passes to 3, and so on down column. Last man dribbles to a designated point and back and passes to 1, who is now at head of the line.
- e. Same as a, b or c except dribbler shoots at the basket at far end of floor till he scores.
4. **DRIBBLE MAZE RELAY:** Each team is in column. Columns are 5 feet apart. Player 2 is five feet behind 1. Each boy dribbles in a zig-zag course up his column from rear to front of line, passes back and takes a position 5 feet in front of 1. Chairs or Indian clubs, instead of

players, may form the maze. (Diagram 12)

B. CIRCLE. (One circle for each team or group.)

1. **DRIBBLE CIRCLE RELAY:** Each man dribbles in and out around the men (3 to 5 feet apart) in his circle and returns to his original position. Next man to right of him repeats maneuver and so on around. Reverse direction is to be followed if contest is repeated. (Diagram 13)
2. **DRIBBLE CIRCLE OVERTAKE RELAY:** Two players, starting from opposite sides of the circle, and moving in the same direction, dribble once around (or in and out, once around). Next player to right of each dribbler continues the drill.

C. TWO LINES.

1. **DRIBBLE SHUTTLE RELAY:** Each team is divided, one-half on each side of the gymnasium. Players dribble across.

D. NO SPECIFIC FORMATION.

1. **DRIBBLE KEEP AWAY:** Several balls are given to entire group or one ball to each small group. Each boy tries to get possession of a ball and dribble until it is taken away from him by some one else. Vary the drill by playing like "whistle ball," except a boy is given one point every time he has the ball when whistle is blown.
2. **DRIBBLE BALL:** (Vary these rules and distances as you wish.) Make complete circle of each free throw circle. Three players of team 1 guard one circle; three of team 2 guard the other. Three or more forwards for each team attempt to score by dribbling so that the ball bounces within circle guarded by opponents. Start by center toss-up or make areas smaller and have four to six games going across the gymnasium. (Diagram 14)
3. **JUGGLE RELAY:** (Best from column formation.) Player 1 starts dribble, juggles ball over head of 2 (who stands 10 to 20 feet in front of column), passes to 3 (who is 5 to 10

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Vol. XVIII, No. 3
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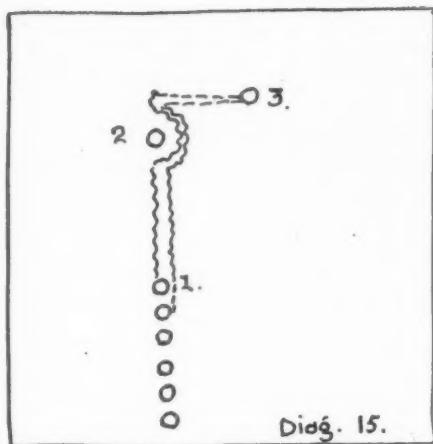
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feet to side of 2), takes return pass from 3, juggles again over head of 2, and dribbles back to head of line so that next boy may repeat. Player 1 then goes to position 3; 3 goes to 2; 2 goes to rear of line. (Diagram 15)

Pivoting

A. TWO LINES.

1. MIMETIC PIVOT DRILL: Two lines face each other, man to man. Players of one line charge; players of other line make rear pivot. With one line behind other, players of rear line charge right or left and players of front line make forward pivot. Best effort counts.

B. CIRCLE.

1. CIRCLE PIVOT RELAY: All players face same direction, sideways to circle. One boy with ball in each circle makes reverse pivot to outside and passes to boy behind him. Drill continues around circle.
2. CIRCLE PIVOT DRILL: All boys in circle face one boy in center. One boy in circle passes the ball to the boy in the center and charges him. Center boy pivots away, passes to a boy in circle and takes the place of the boy who just charged in. This leaves situation identical with starting set-up. Repeat. Increase tempo.

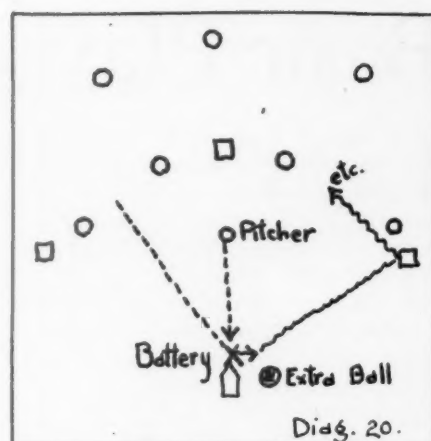
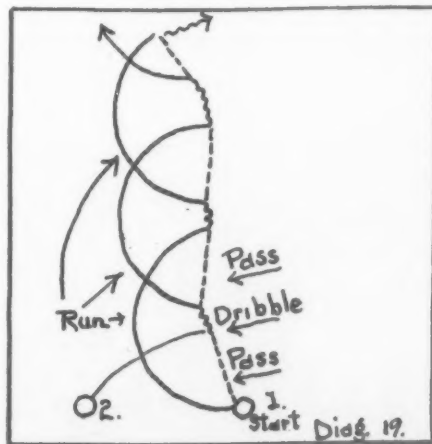
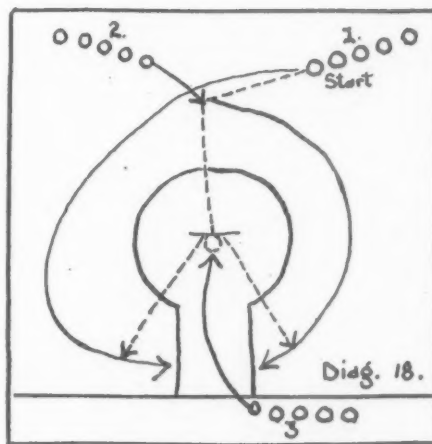
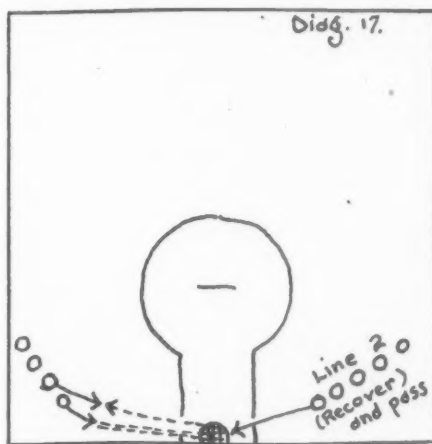
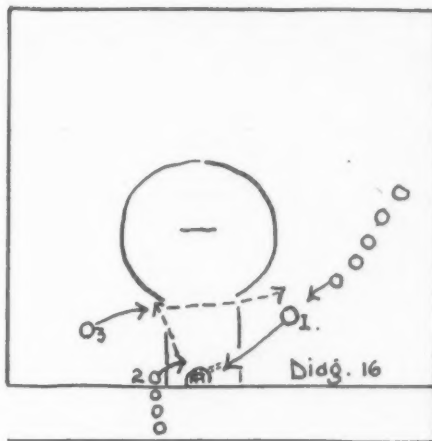
C. NO SPECIFIC FORMATION. (Best if in calisthenic formation.)

1. PIVOT DRILL TO COUNT OF INSTRUCTOR: Forward pivot and reverse pivot, both left and right. Pivot on "One," resume position on "Two." Exact elementary technique can be given best from this drill.

Passing and Shooting

A. MISCELLANEOUS FORMATIONS.

1. SINGLE LINE OLD MILL: Three men handle the ball on each shot. Player 1 shoots; 2 recovers and passes to 3 (who has shot just before 1); and 3 passes to the next man to shoot. Then 1 replaces 3; 3 replaces 2 and 2 goes to the shooting line. (Diagram 16)



2. TWO LINE OLD MILL: Boys in line 1 (one at a time) recover the ball off backboard and pass to next man coming in from line 2. As a boy either shoots or recovers and passes, he goes to opposite line. (Diagram 17)
3. THREE COLUMN DRILL WITH PIVOT: Column 1 faces basket from right side of floor in mid-court; column 2 is on opposite side; column 3 is off the floor under basket. First man of column 1 passes to first man of column 2 and runs behind him. Player 2 passes to 3 who has run out to free throw line. Players 1 and 2 continue circle and cut for basket. Player 3 pivots right or left and passes to 1 or 2. After play, each goes to another column. (Diagram 18)
4. SPOT BALL: Same as basketball, except that each player has an area two feet square out of which he may not move. Forwards shoot. To retrieve wild passes, an additional player is needed.
5. APPROPRIATE DRILLS AND GAMES LISTED UNDER "PASSING." That is, three-man criss-cross down floor may be used to teach both passing and shooting.

Pass and Dribble

A. MISCELLANEOUS FORMATIONS.

1. DRIBBLE AND PASS RELAYS: Player dribbles half the length of the floor and passes back to next man. Vary drill by:
 - a. Requiring pivot before pass back.
 - b. Sending guard along with dribbler, and a third boy along to receive pass, dribble and shoot.
 - c. Using two-man criss-cross to end of floor and return. Player receives pass, dribbles, passes back, cuts behind boy receiving pass, receives pass.
2. KEEP-AWAY: This is the same as "keep-away" under "Passing" but requires a dribble before passing.

(Continued on page 46)

Basic Plays of 1937 Football Offense

IT HAS been customary to present in the November issue of the *Athletic Journal* each year a number of formations and plays used by leading teams in their September and October games. Last year it was decided to abandon this plan but many of the coaches expressed a desire for us to continue this feature and so in this article will be found the basic plays that have been used in 1937.

Every team has a basic play—the play that is used when a first down is needed or a touchdown is in the offing. Since basic plays are generally rushing or running plays, a comparatively small number of pass plays will be noted.

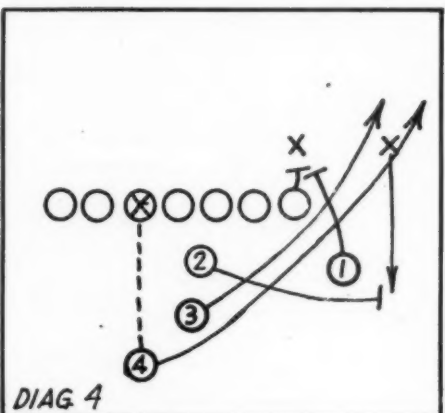
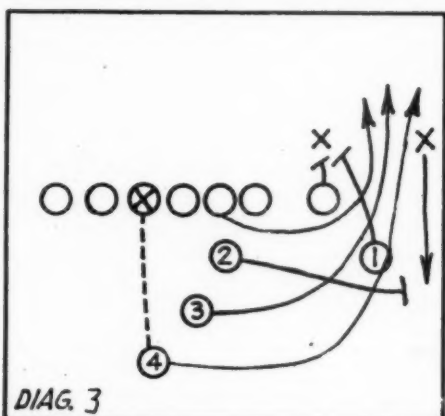
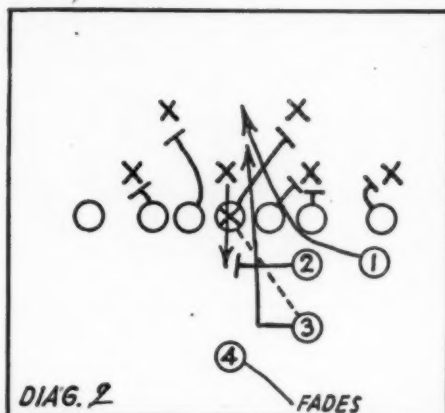
The coach who studies these diagrams will not only find suggestions that may help him in his efforts to improve his own offensive weapons, but also will gain some idea of the present styles in football attack. A coach whose institution provides him with plenty of money and scouts will, of course, know the character of the offensive strategy his opponents are using. No coach can afford to scout thirty or forty teams. The *Journal*, herewith, gives all of the coaches the scouting dope on a few teams in different sections of the country.

The West Coast

WASHINGTON UNIVERSITY, coached by James Phelan, employing the Notre Dame offensive uses a half spin as shown in Diagram 1. Back 4 half spins, hits inside of defensive right tackle who has come through to block off 2 and 3. Back 4 laterals to 1. The play is run several times inside tackle, building up for the lateral.

Prince Callison at the University of Oregon in his modified Notre Dame offense has a "cruncher" play as shown in Diagram 2. The defensive guard is drawn through. Back 2 takes him and 4 fades. Back 1 leads the play. Back 3 gets the ball, hesitates or steps to the

left to draw the defensive guard in and then drives through the hole. The center



takes the defensive fullback and the left guard takes the other defensive back.

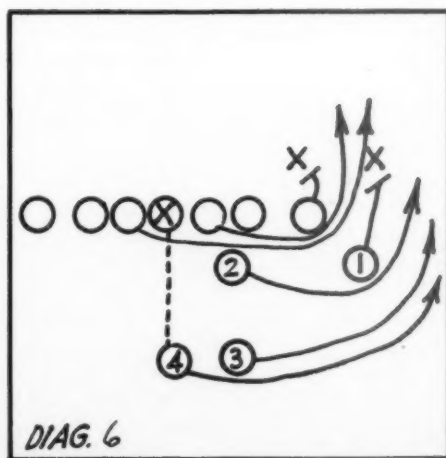
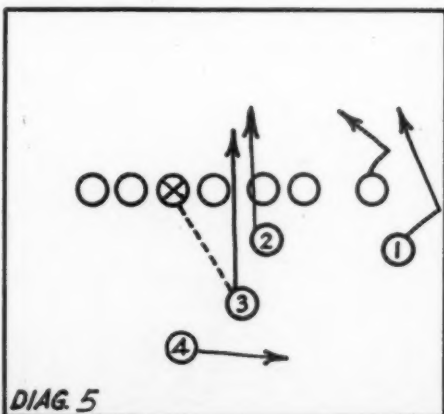
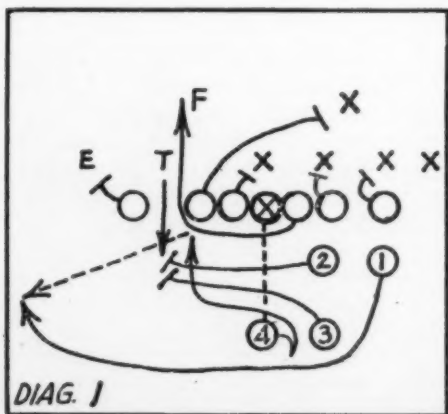
Oregon State with A. L. Stiner as coach, using a 4-2 line and a Z backfield has among its basic plays a short run inside the defensive left end. In Diagram 3, back 4 starts as if to make a wide sweep. Back 2 takes the end out. Back 1 and the right end take the tackle, if he plays outside. If the end can take him alone, 1 gets the line backer-up.

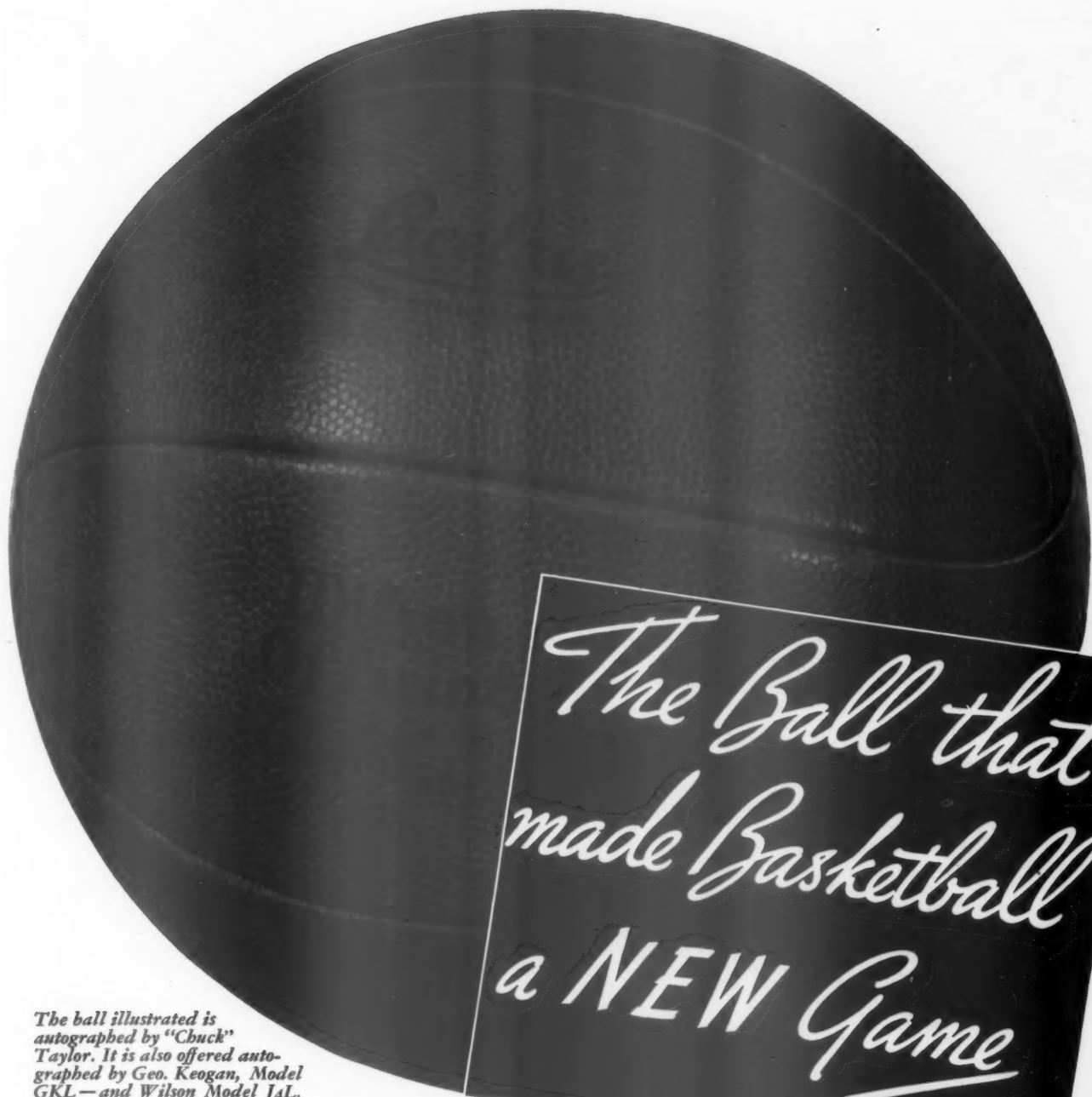
O. E. "Babe" Hollinberry uses a 4-2 line with a single wing-back. His off-tackle slant is a very effective scoring play. A quick, hard line charge is essential to the success of the play. In Diagram 4, the right end and 1 drive the defensive left tackle back and in. Back 2 takes the defensive left end alone. Back 3 leads 4 straight over tackle.

A basic play used this year by L. B. "Stub" Allison at the University of California is shown in Diagram 5. A hard driving fullback with a good line contribute to the success of the play. The play works whether the defensive line is a six- or seven-man line. Back 4 fakes to the right. Back 3 is led into the hole by 2.

A fast and very effective end sweep as used by L. T. "Buck" Shaw of Santa Clara University is shown in Diagram 6. The right end takes the defensive tackle; back 1 takes the defensive end. Backs 2 and 3 lead the ball-carrier wide to the right, cut down the field inside of the defensive left and mow down the secondary.

Diagram 7 shows an inner and outer which Edward "Slip" Madigan is using at St. Mary's. Back 1 fades to get the defensive end who is taken in by 3. The two guards lead the interference but cut down the field inside of the defensive left end. Back 2 starts as if to cut inside the end, veers back and goes wide. Back 4 starts, as if to cut inside of the end, thus giving the fullback an opportunity to cut





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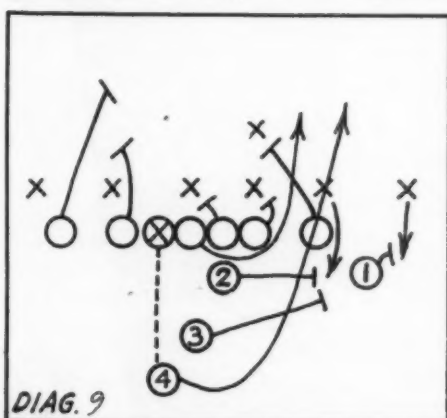
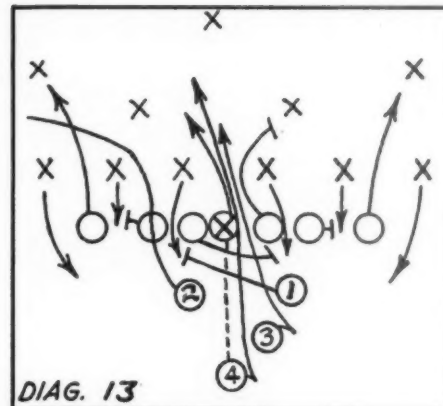
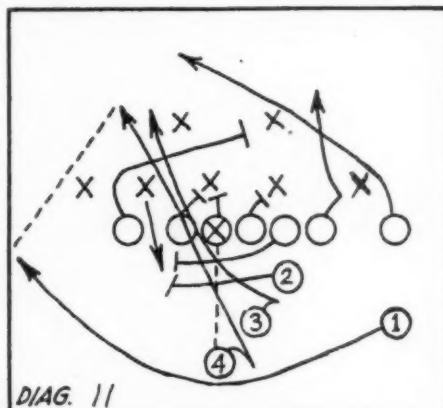
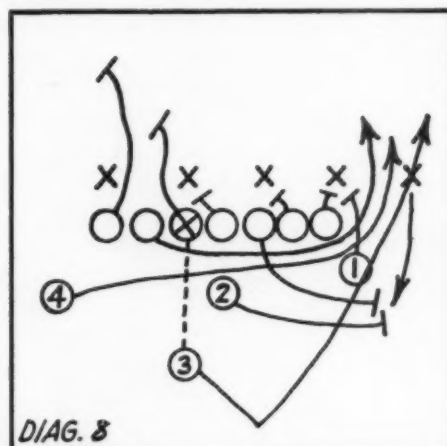
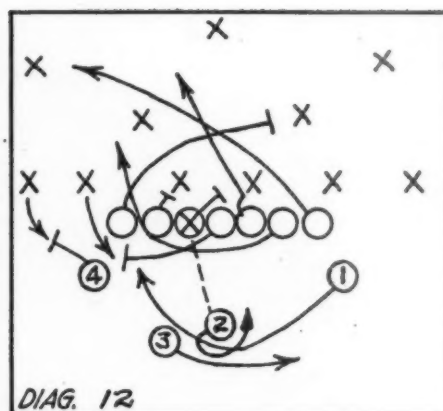
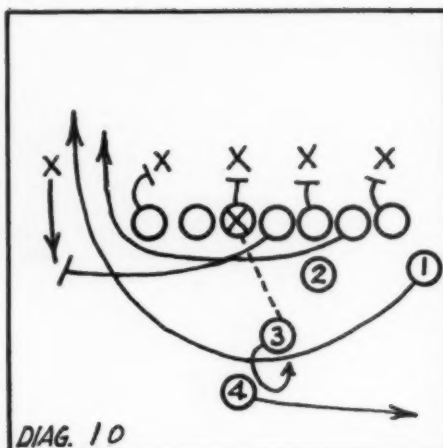
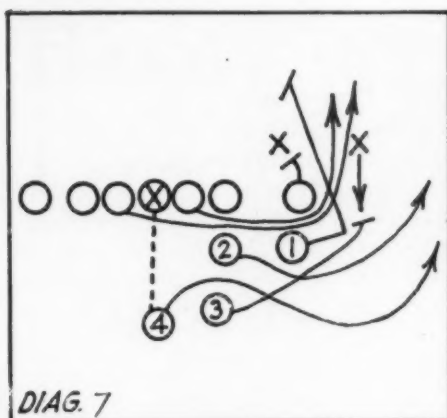
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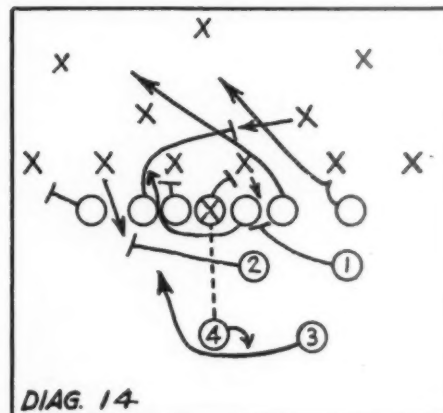
2 and 3 taking him out. The right end gets the defensive fullback, backing up the line. Back 1 turns the defensive left end out. The running guard leads the play. Back 4 takes the ball and runs as if to start an end run, to help "sucker" the tackle across, then cuts inside of him behind the running guard.

A reverse play as used by W. H. "Bill" Spalding at the University of California at Los Angeles is shown in Diagram 10. The left end gets the right defensive tackle. The running guard takes the defensive right end. The third man out from center leads the play. Back 2 blocks to the long side. Back 4 fakes to the long side. The ball is passed to 3 who fakes to give it to 4, but gives it to 1, coming around. Back 1 hits inside the defensive right end behind the tackle who leads the play.

The Southwest

ONE of the basic plays used by Morley Jennings at Baylor, whose offensive system is the single wing-back and short punt, is shown in Diagram 11. The ball is passed to 4 who fakes to 1 and spins inside the defensive right tackle. A lineman and back 2 block the defensive right tackle out. Back 3 delays slightly and leads through.

At Texas Christian University, Leo R. "Dutch" Meyer uses a double wing-back offensive. In Diagram 12 the ball is passed to 2 who fakes to 3. Back 2 completes the spin and gives the ball to 1 who comes around either inside or outside of the



defensive right tackle. This diagram shows the play going inside right tackle. Back 4 takes the defensive right end and the right guard takes out the defensive right tackle.

At Texas A. and M., Homer Norton uses a double wing-back, single wing-back and short-punt offense. In Diagram 13 the ball is passed to 4 who fakes a pass to the ends and back 2. The tackles take the defensive tackles out and the defensive guards are allowed to charge through and are trapped by the left guard and back 1. Back 3 fakes a block and leads 4 through the center. This play has worked successfully when defensive guards are charging hard.

A Notre Dame box and short-punt offense is used by Jimmie Kitts at Rice. In Diagram 14, the ball is passed to 4 who spins toward the right and gives it to 3. Back 2 takes the defensive right tackle out. The right guard runs the inter-

the end down from the outside, then sweeps wide.

A drive inside of defensive left end is used in the 4-2 line, double-wing-back offense by Claude E. "Tiny" Thornhill at Stanford. In Diagram 8, the right end and wing-back 1 take the tackle in, the second man out from center (tackle) and back 2 take the defensive end out. The short-side guard and back 4 lead the play. Back 3 fades and raises his hand as if to pass, then drives in fast behind 4 and the short-side guard. This play is a very good scoring play.

Both of the universities at Los Angeles use a 4-2 line with a Z backfield.

Howard Jones at the University of Southern California has in his repertoire of plays a "power" play inside tackle as shown in Diagram 9. The left defensive tackle is "suckered" across the line, backs



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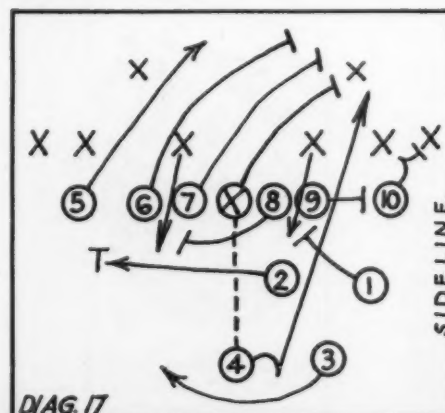
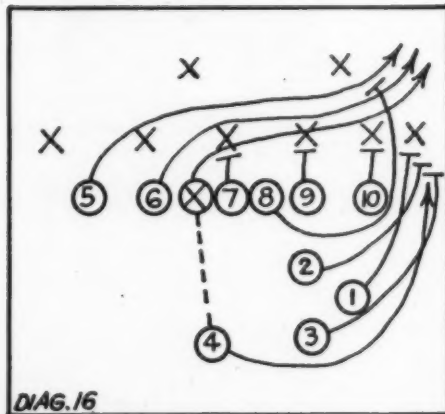
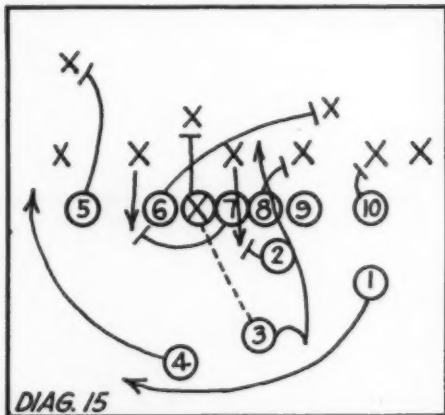
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ence through the hole. The right tackle crosses over to block out the secondary. The right end blocks the defensive left tackle and then goes down for the secondary. Back 1 helps the center with his assignment.

The Central South

DIAGRAM 15 shows a trap play between the two defensive guards, used by Louisiana State University, coached by "Bernie" Moore. The ball is passed to 3 who fakes to 1 and then drives through the hole between the two defensive guards. Back 2 blocks the defensive right guard and goes wide around the end. The right end blocks the defensive left tackle out. Lineman 8 and 9 block the defensive left guard out. Guard 7 pulls out and gets the defensive right tackle. The center gets the short-side backer-up and the left guard 6 gets the strong-side backer-up.



The left end 5 gets the right defensive halfback.

Lowell P. Dawson, coach at Tulane University, uses a skirt play from an unbalanced line as shown in Diagram 16. Back 1 blocks the defensive left end. Backs 2 and 3 lead the ball-carrier 4 around the defensive left end. The right end 10, blocks the defensive left tackle. Lineman 8 pulls out and goes between the defensive left tackle and end and blocks the strong-side backer-up. Lineman 5 and 6 and the center run over to their right and get ahead of the ball-carrier.

Diagram 17 shows a successfully executed side-line play used by Frank Thomas at the University of Alabama. The ball is passed to 4 who fakes to 3 and then drives inside the left defensive tackle. The right end fakes to block the defensive left tackle and then blocks the defensive left end out. The right tackle 9 blocks out the defensive left tackle. Back 1 goes to the left and blocks the defensive left guard. Back 2 blocks out the defensive right tackle. The right guard 8 pulls out and blocks the defensive right guard. The left guard 7 and center go down and block the strong-side backer-up. Backs 5 and 6 go down the field for the secondary.

The Big Six

IOWA STATE is using an off-tackle from a short-kick formation, shown in Diagram 18. Back 4 receives the ball and starts in and then goes between the defensive left tackle and end. Back 1 and the right end take the defensive left tackle in. Back 3 and the right guard take the defensive left end out. Back 2 and the left guard lead the play through the hole.

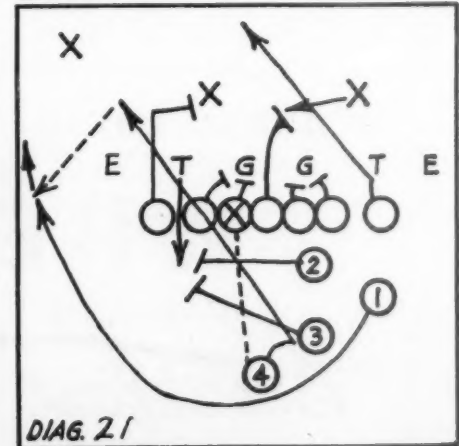
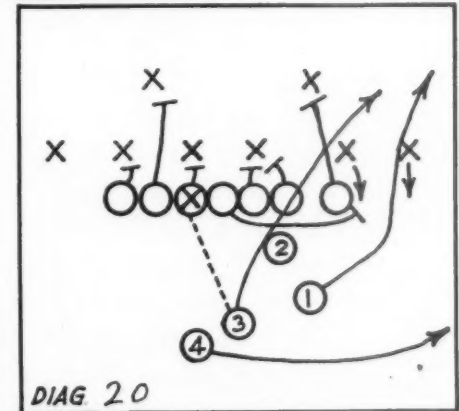
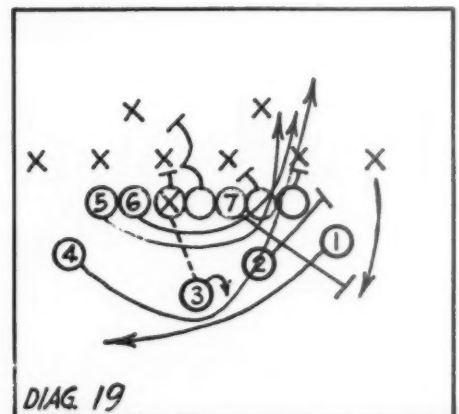
The Big Ten

LYNN WALDORF of Northwestern uses a false reverse inside tackle from the double wing-back formation as shown in Diagram 19. Back 3 receives the ball and fakes it to 1 and then gives it to 4 who carries it inside the defensive left tackle. The right end and 2 take the de-

fensive left tackle out. Linemen 5 and 6 lead the play.

Diagram 20 shows a fake lateral buck as played by Harry Kipke's team at the University of Michigan. The ball is passed to 3 who drives in between the defensive left guard and left tackle. Back 2 turns to fake a lateral to 4. The right guard comes out on the left tackle, the right end on the line backer. Back 1 fakes at the end and goes on down for the defensive left half.

"Bernie" Bierman uses a lateral that made Uram and Alfonse famous in football history at the University of Minnesota, in 1936. In Diagram 21, the ball is passed to 4, who fakes it to 1 and then drives in between the defensive right guard and right tackle. Backs 2 and 3 take the defensive right tackle out. The left end takes the defensive center. Back 1 continues around for a lateral.



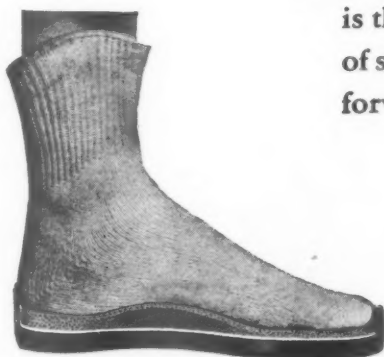
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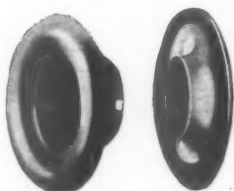


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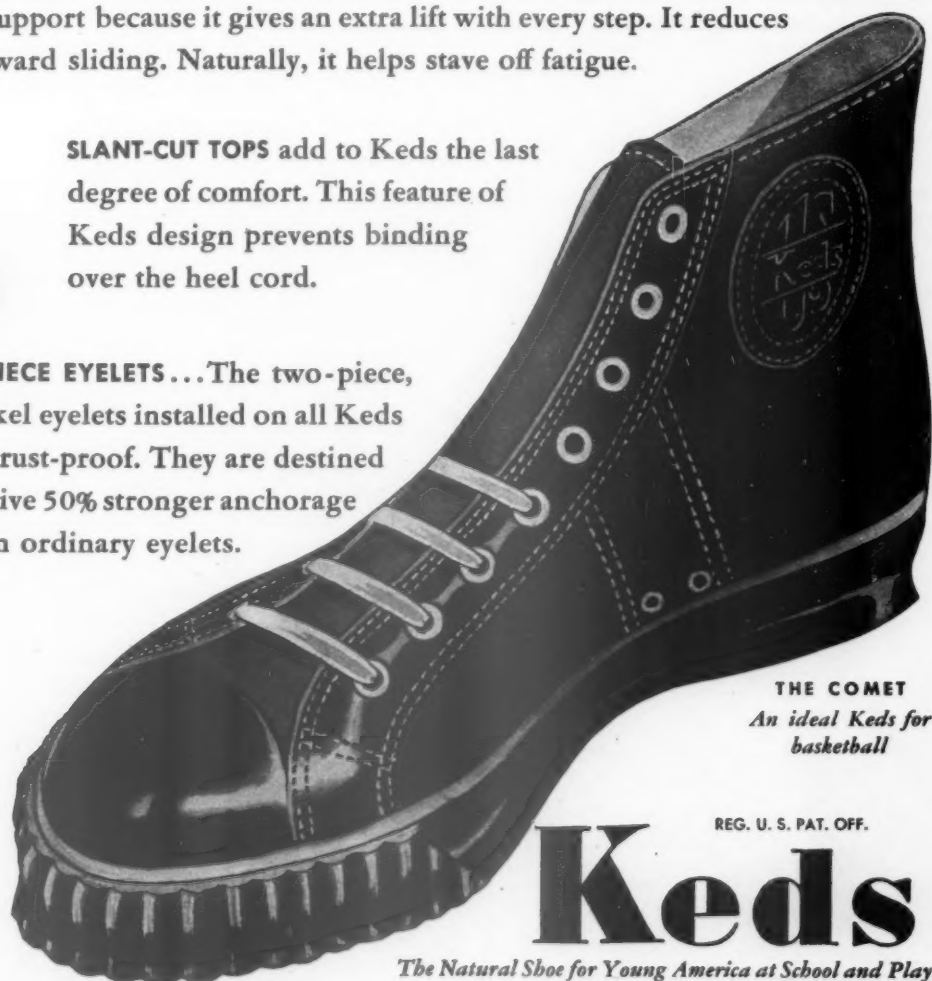
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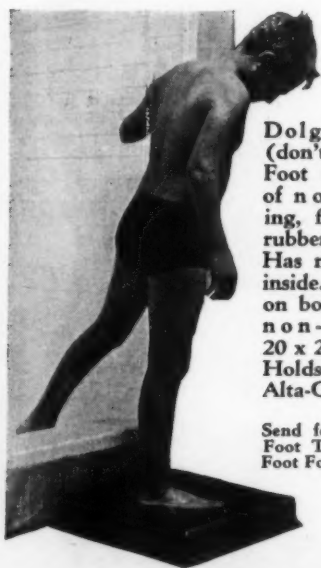
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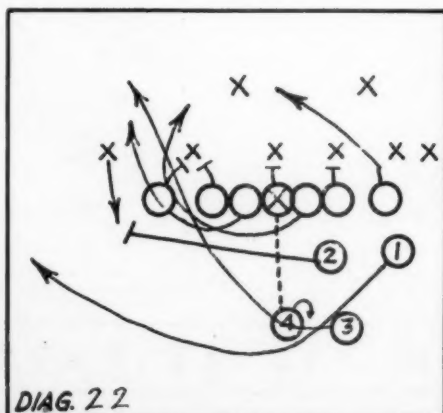
Diagram 22 shows a quick reverse play used by "Mal" Elward at Purdue University. The ball is passed to 4 who pivots and gives it to 3. Back 3 drives outside the defensive right tackle. The left tackle and left end take the defensive right tackle in. Back 2 takes the defensive right end out. The two guards lead the play through.

A double reverse which Francis Schmidt uses at Ohio State from a single wing-back formation is shown in Diagram 23. The ball is passed to 3 who gives it to the left end coming back. The left end tosses it to 1 coming around. Back 4 blocks the defensive right end in. The right tackle and back 2 lead the play around the left end.

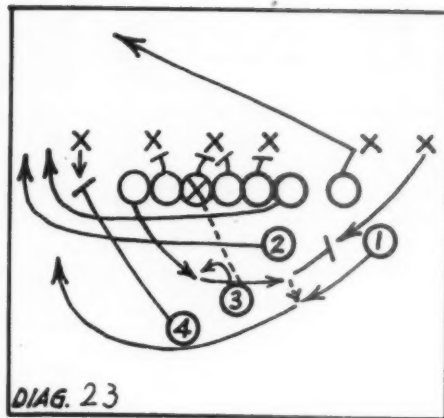
One of Clark Shaughnessy's most interesting plays starts from the single wing-back formation. In Diagram 24, the ball is passed to 3 who holds it on his hip. Back 2 spins around and takes the ball and then tosses a lateral to 4 who runs wide. The fullback continues the fake and then goes through for the left backer-up. The wing-back blocks the defensive left end, the right tackle blocks the defensive tackle and lineman 7 heads the interference. The left end and left tackle block the secondary as indicated in the diagram.

Harry Stuhldreher has an effective fake reverse which starts from a balanced line and a semi-box formation in the backfield, as shown in Diagram 25. Back 4 gets the ball from center, fakes a pass to 3 but keeps it and follows the two guards who run interference between the defensive left end and left tackle. Back 2 adds to the deception by running to the weak side and blocking anyone who may possibly get the play from behind.

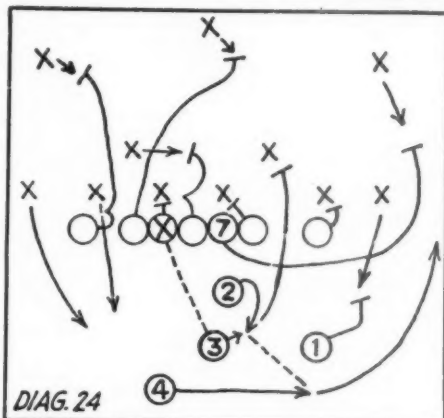
Diagram 26 shows a reverse play inside tackle, as used by "Bob" Zuppke's Illinois team. 4 starts wide to the left and the ball comes back to 2 who runs to the left and passes backward to 3. He in turn passes to 1 who bucks inside the defensive right tackle. The right guard blocks out the charging left tackle. Back 3, after passing the ball to 1, blocks the defensive left tackle and 2 goes through for the secondary.



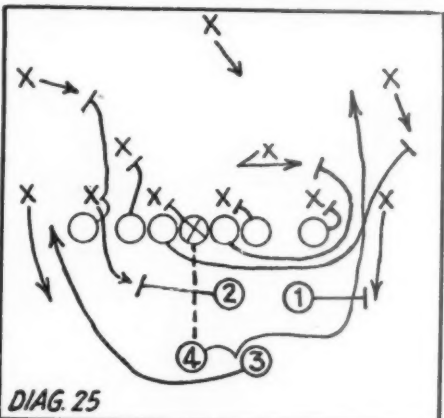
DIAG. 22



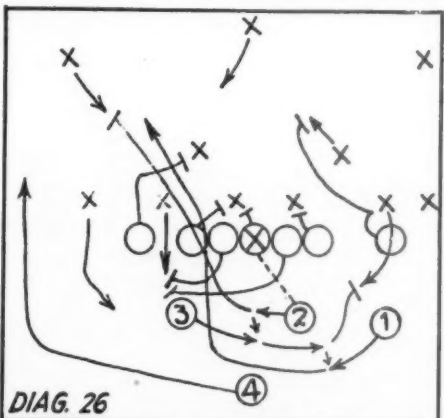
DIAG. 23



DIAG. 24



DIAG. 25



DIAG. 26

At Indiana, one of "Bo" McMillin's fake plays is shown in Diagram 27. The play starts from a single wing-back formation. The ball is passed from center to 3 who fakes to 4 and then hands it to 1 who runs to the left. Back 2 blocks out the defensive right end, the left end takes the tackle

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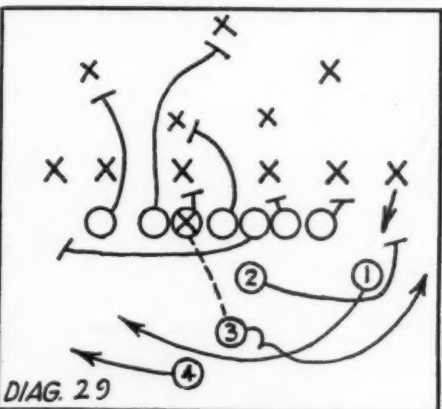
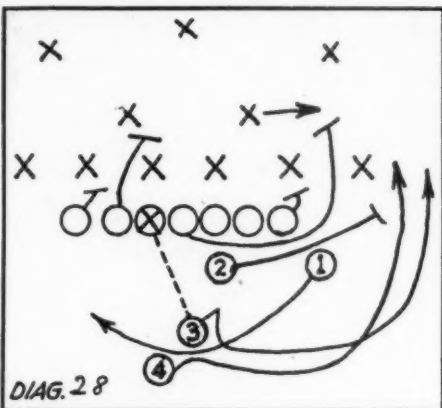
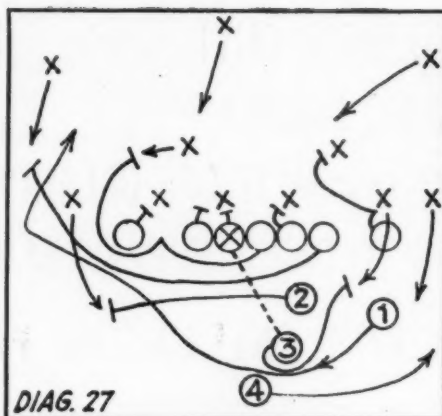
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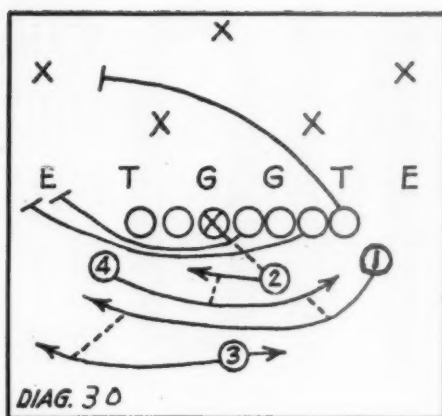


and the right guard and right tackle lead the interference as indicated in the diagram.

The Middle Atlantic Section

AT the University of Pennsylvania, Harvey J. Harman is using an unbalanced line and single wing-back offense. In the false reverse as diagrammed in 28, the ball is passed to 3 who fakes to 1. Back 4 leads the play, a wide sweep around his right end. After faking to 1, 3 follows 4. The defensive left end is blocked by 2. The lineman at the right of center goes inside the end and blocks out the backer-up.

In Diagram 29 is shown a false reverse used at Penn State, coached by R. A. Higgins. This play is a check to Penn State's basic play, a straight reverse. Back 3 receives the ball from center, fakes to 1



and continues around his own right end with assistance from 2 who takes the defensive left end in. Backs 1 and 4 and one guard run aggressively to the left.

Andy Kerr's double reverse and lateral is shown in Diagram 30. Colgate's offense is the double wing-back, featuring single and double reverse with laterals from each. The ball is passed to 2 who steps to his left and gives it to 4. Back 4 runs to his right and passes to 1, who continues on to his left behind the two linemen from the strong side. Back 1 continues until checked, then laterals to 3 who, after faking to his right at the snap of the ball, has started to his left.

One of Carl Snaveley's outstanding plays at Cornell is shown in Diagram 31. The ball is passed to 3 who starts for a buck. The guard pivots, receives the ball from 3, and laterals to the left end (Holland) who drives on for a sweep around right end. Back 2 gets the defensive left tackle. Back 4 blocks the left end in. Back 1 takes the left defensive halfback. The right end gets the backer-up.

The East

COLUMBIA'S hidden ball reverse, the play that won the Rose Bowl game for Lou Little in 1935, has been a consistent scoring play, built upon reverse and spinner plays inside and outside of the right defensive end. The ball is passed in Diagram 32 to 4 who fakes to 3 and gives it to 1 who comes back inside the defensive right end. Back 3 serves as a decoy. After this play has been used several times, the ball is given to 3 by 4. Back 3 lays the ball on his left hip and runs as before unaided, the other players carrying out the same assignments as before when 1 carried the ball. After giving the ball to 3, 4 makes another half pivot and fakes, giving the ball to 1 as in the reverse.

Frank Dobson is using a split buck from a short kick formation at the University of Maryland. In Diagram 33, the ball is passed to 2 who spins and fakes to 3 as he comes across to the left. Back 2 then steps to the right and gives the ball to 4 who drives straight ahead over center.



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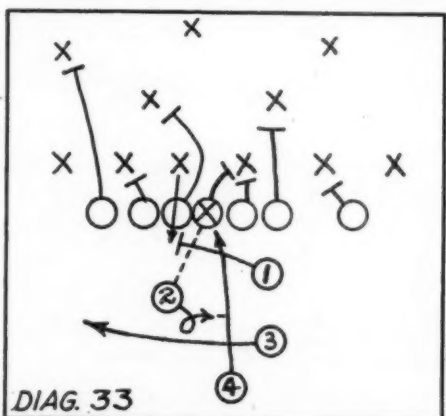
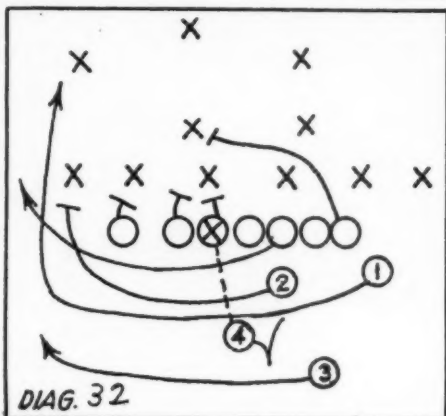
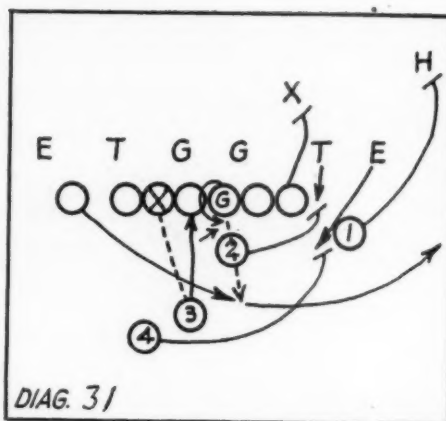
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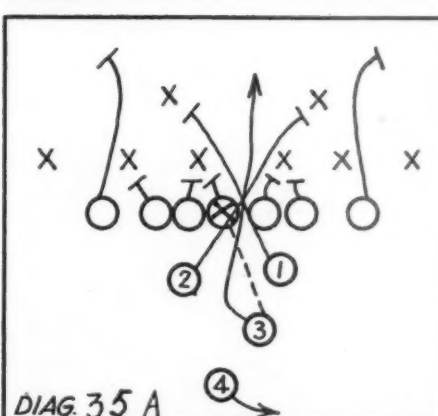
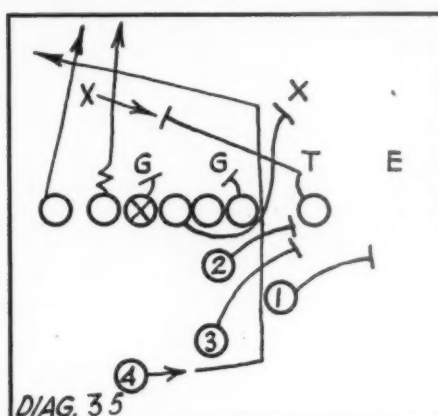
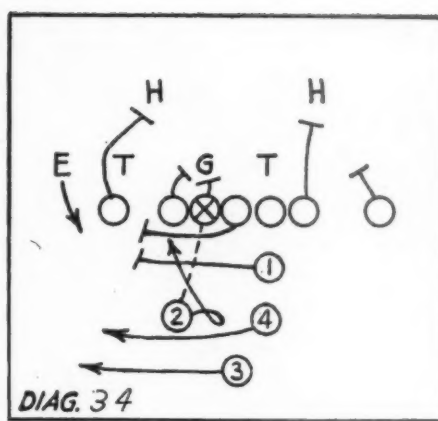
ABSORBINE Jr.



The left guard goes through on the backer-up, the center blocks to his right and 1 cross-blocks the defensive right guard.

At Princeton, "Fritz" Crisler is using an unbalanced line, single wing-back offense, varying it with a short punt formation. In Diagram 34, the ball is passed to 2 who pivots and fakes to 3. The lineman next to center on the left assists the center in driving the right defensive guard back. The left end goes through and gets the backer-up. The right guard and 1 team together to ride the defensive tackle out. Back 2 retains the ball and runs straight inside the defensive right tackle. Backs 1, 3 and 4 fake to the left.

A second Princeton play shown in Diagram 35, starts from a semi-single wing-back with the ends spread. The ball is floated back from center to 4 on his run to the right. Backs 2 and 3 block the defensive left tackle out. Back 1 turns

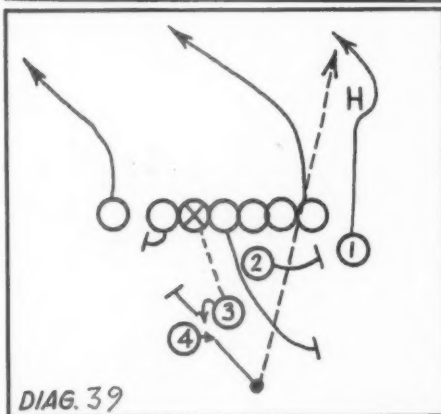
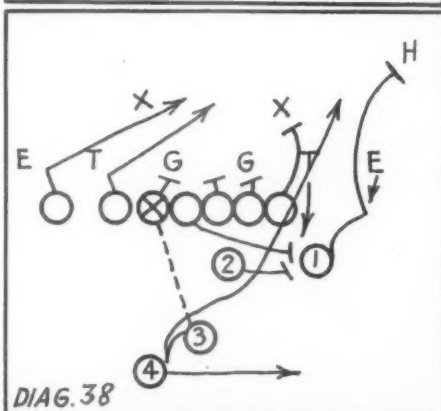
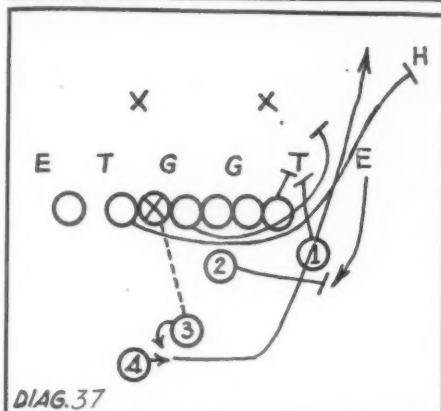
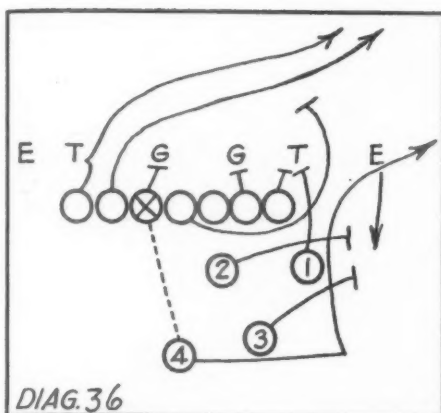


the defensive left end out. The first lineman at the right of center blocks the left backer-up. The left end and left tackle go down the field to block for 4 who has cut back inside the defensive tackle.

Diagram 35A shows a Princeton play, starting from a punt formation. Back 4 fades back as if to pass. The ball is passed to 3 who starts to the left, delaying long enough for 1 and 2 to open a hole over center and get through to block the defensive backers-up. Back 3 goes through between center and right guard.

Diagram 36 shows a Navy run from a balanced line and unbalanced back field. It may be either a cut-back between the defensive left tackle and end or a run outside end. Back 1 blocks the tackle. Backs 2 and 3 run interference for 4. The left end and left tackle cross over in front of the scrimmage line to lead the interference.

Harvard's offense is an unbalanced line



with a single wing-back. A quick reverse, a half spin and a quick reverse pass are three basic plays used by Richard Harlow.

Diagram 37 is a quick reverse off-tackle play. The ball is passed to 3, who spins and gives it to 4 who goes off tackle. The right end and 1 take the defensive left tack'le in. Back 2 takes the defensive left

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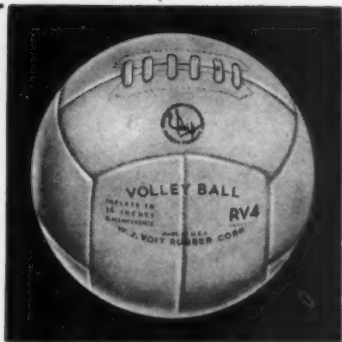
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end out. The two guards lead the interference.

Diagram 38 shows a half spin by the fullback inside the defensive left tackle. The ball is passed to 3, who fakes to 4 and then dives inside left tackle. Back 1 bumps the left end and goes through for the halfback. The right end takes the strong-side line backer-up. The right guard and 2 take the defensive left tackle out. The men on the weak side go down the field for the secondary.

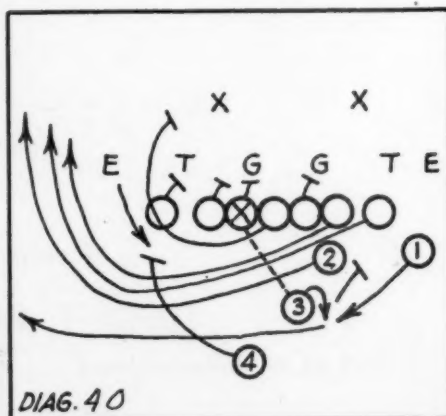
A quick reverse pass is shown in Diagram 39. The ball is passed to 3, who gives it to 4. Back 4 drops back and passes to 1, who goes down as indicated in the diagram. Back 2 blocks the defensive left end. The right guard takes the defensive left end. Back 3 takes the right defensive end and left guard blocks the right defensive tackle.

Dartmouth uses a single wing-back, unbalanced line. One of Earl H. "Red" Blaik's plays is a deep reverse as shown in Diagram 40. This play is most effective against an over-shifted defense, especially if the defensive end on the weak side comes in very sharp. The ball goes to the fullback 3, who gives it to 1. Back 4 gets the defensive right end. The offensive left end takes the defensive right tackle in. The right guard comes around and assists the left end or gets the backer-up on the short side. The right tackle and 2 lead the play around the defensive right end. The right end comes around close to the line to cut off any lineman that might knife through.

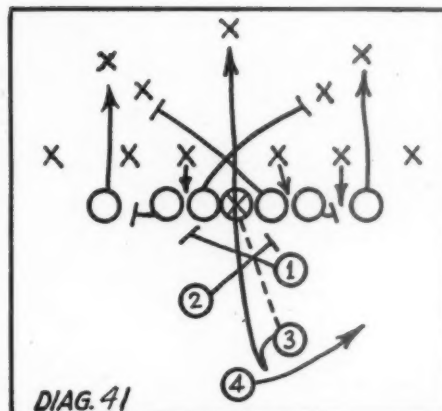
The Southeast

DIAGRAM 41 shows a trap play from a short kick formation used by Ray Wolfe at the University of North Carolina. The ball is passed to 3, who fakes to 4. The defensive guards are allowed to come through. Back 1 gets the defensive right guard and 2 gets the defensive left guard. The center goes through and the two offensive tackles ride out the two defensive tackles.

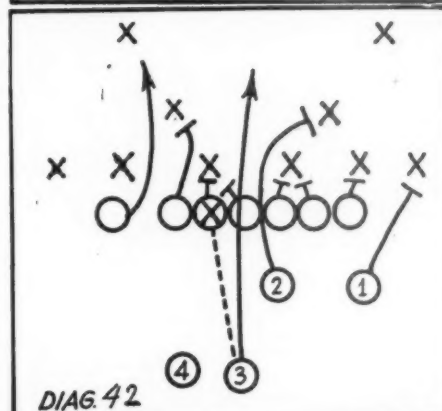
Diagram 42 shows a straight power smash by 3. The ball is passed to 3 who smashes through the line between the two



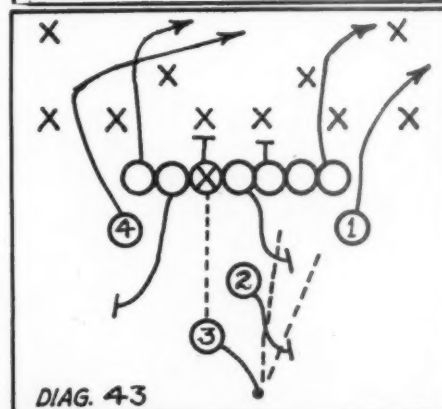
DIAG. 40



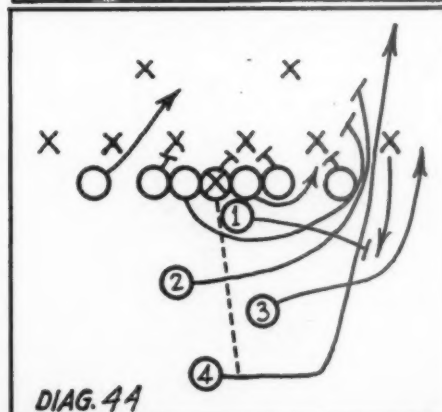
DIAG. 41



DIAG. 42



DIAG. 43



DIAG. 44

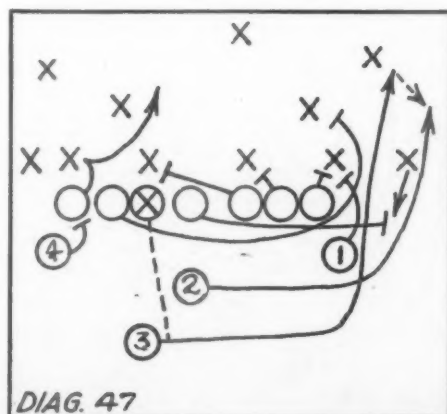
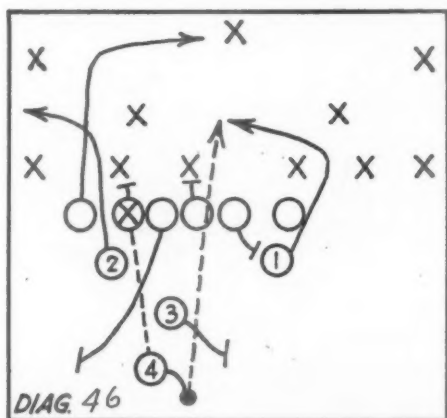
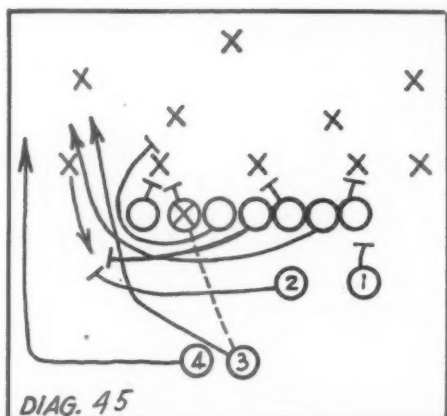
defensive guards. The offensive left end takes the defensive right tackle out. The left guard gets the backer-up on the weak side. The center and offensive guard take the defensive right guard out. The two offensive tackles take the defensive left guard out. The right end takes the defensive left tackle out. Back 1 takes the

defensive left end and 2 leads the play through the guards.

Diagram 43 shows a four-way pass made by 3. The diagram shows the paths of the receivers.

From Davidson College's offense, which is based on speed and deception, Diagram 44 shows an off-tackle play from a kick formation. Back 1 helps the right end on the defensive left tackle. The right guard takes the defensive left end out. Back 3 runs wide outside of the defensive left end. Back 2 and the left guard lead the play. Back 4 receives the ball and goes straight to his right and cuts inside of the defensive end.

Diagram 45 shows a weak-side play from a 5-1 line. The ball is passed to 3 who cuts inside tackle. Back 4 swings wide to be in position for a lateral. The first lineman at the right of center blocks



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the backer-up. The second lineman and 2 take the defensive right end. The lineman, fourth from center, leads the play.

A Davidson pass play from a spread formation is illustrated in Diagram 46. The ball is passed to 4 who fades a few steps to the right and passes straight down the field. The ends and 1 and 2 go through as diagrammed.

Wake Forest College uses both the single and double wing-back offense. Diagram 47 shows an off tackle play from a double wing-back formation. The ball is passed to 3 who goes straight to his right and cuts inside the defensive left end. Back 1 and the right end take the tackle in. The right guard takes the defensive left end out. The left guard leads the play. Back 2 fakes wide to the right.

Wake Forest also uses a wide reverse to the strong side from a double wing-back formation, as is shown in Diagram 48. Back 2 receives the ball and laterals it to 4. The right end takes the defensive left tackle and 1 gets the defensive left end. Back 3 and the left end lead the play around the end.

In Diagram 49 is shown a half spin inside the defensive right tackle on the weak-side, as used by Wake Forest. Back 3 receives the ball and fakes to 1, who starts to count early. Back 3 drives inside tackle with the ball. Back 2 and lineman 5 take the defensive right tackle out. Back 1 takes out the defensive right end. Lineman 6 leads the play. Back 4 runs wide, looking for a lateral.

North Carolina State uses a 5-1 set up.

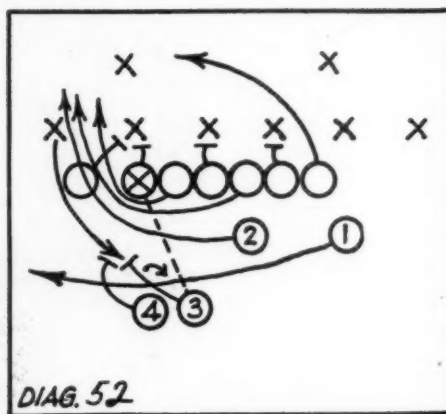
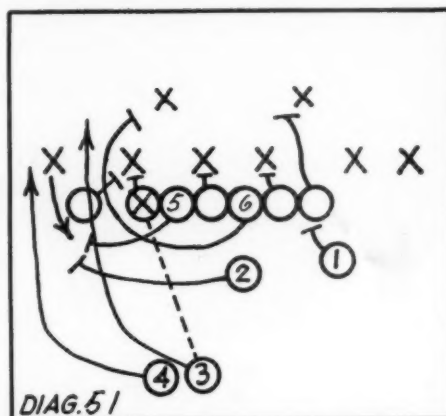
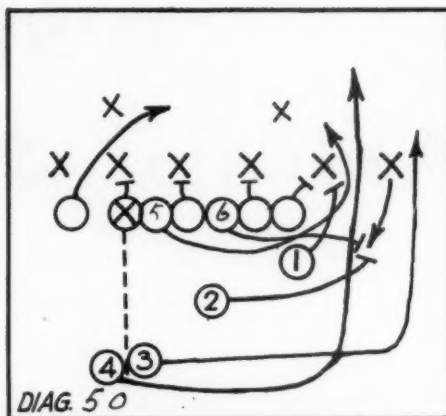
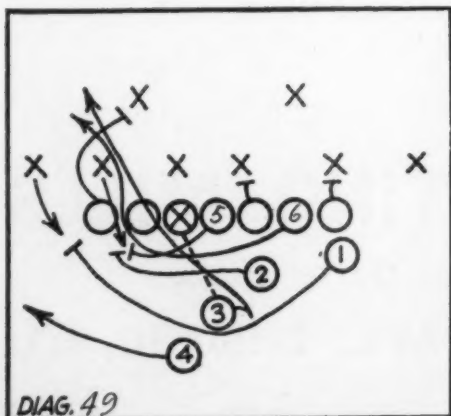
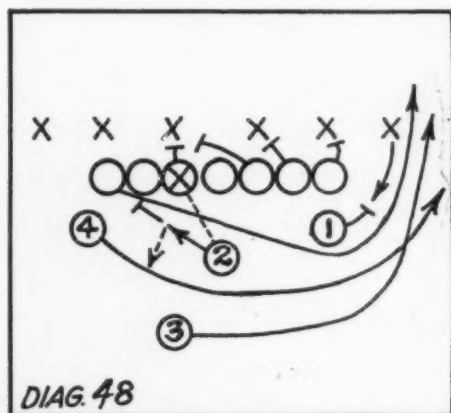
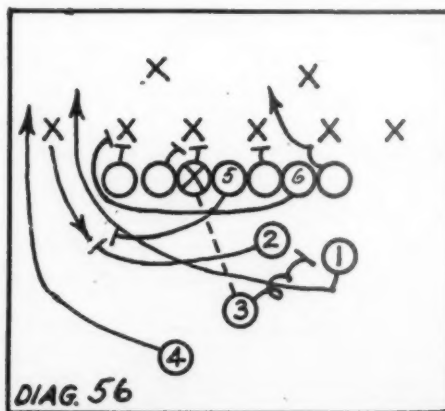
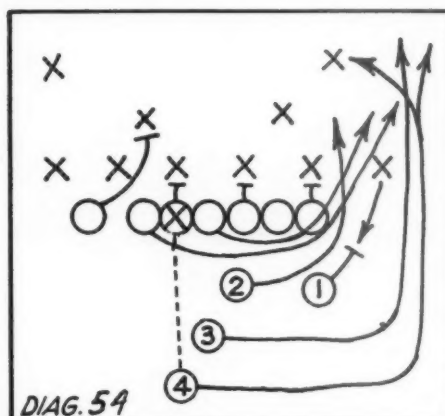


Diagram 50 shows an off-tackle play. Back 4 receives the ball and runs straight out to the right and cuts inside the defensive left end. The right end and 1 take the defensive left tackle in. Back 2 and lineman 6 take the defensive left end out. Lineman 5 and back 3 lead the play.

Diagram 51 illustrates a weak-side play from the 5-1 set up. Back 3 receives the ball, steps to his left and cuts inside the defensive right end. The left end takes the defensive right tackle in. Lineman 5 and 2 take the defensive right end out. Lineman 6 leads the play. Back 4 runs wide for a lateral.

Diagram 52 shows a check play used by North Carolina State from the weak-side off-tackle play. On this play 4 takes the defensive right end in. Back 3 receives the ball and starts inside the defensive right end and then hands the ball back to 1 who runs wide.

Diagram 53 shows the type of pass that North Carolina State uses from their 5-1 set up. The ball is passed to 3 who forward passes to the left end who laterals to 4.



At Duke University Wallace Wade uses a single wing-back and punt formation. Diagram 54 shows a skirt play from a single wing-back. The ball is passed to 4 who runs wide around end. The right end blocks the defensive tackle. Back 1 takes the defensive left end. Back 2 gets the strong-side backer-up. Back 3 and the two guards lead the play.

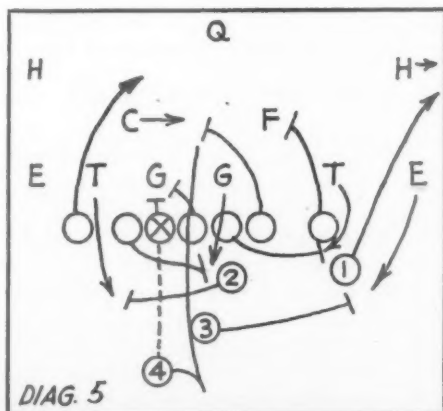
In Duke's inside tackle play as illustrated in Diagram 55, the ball is passed to 4 who goes to the right and cuts inside the defensive tackle. Back 1 and the right end take the defensive tackle out. Back 2 takes the defensive left end. Back 3 and both guards lead the play.

Duke's reverse play inside the defensive right end on the weak-side is shown in Diagram 56. Back 3 gets the ball and gives it to 1, who carries it inside the defensive right end. Back 2 and lineman 5 take the defensive right end out. The left end takes the right tackle in. Lineman 6 leads the play. Back 4 runs wide around the left end looking for a lateral.

Mousetrap Plays

(Continued from page 12)

positions. In reality, the right end is going out to cut down the fullback and 1 is going down to take the defensive left halfback out of the play. Back 2 comes across and back fast, to take the short-side rusher, end or tackle, according to which man is rushing the passer from that side. He moves back fast in order to give his own short-side man a good clear block at the left guard who is permitted to come through. The right tackle fakes a block at the defensive left guard and goes through for the short-side line-backer. The center and left guard two-time the defensive right guard, taking him to their left. The left end breaks out as if he were going for a pass, but in reality is going across to pick up the most dangerous man of the secondary in the ball-carrier's path, should he elude the first line of defense. Back 4 holds the ball up momentarily, then cuts inside of the defensive left guard as he is being taken out of the play.



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In my opinion, a series of plays of this type should be included in the offense of every team. To what extent they may be used, depends on the experience of the players and the squad personnel. It takes an experienced team of players who have their timing well mastered to use these plays successfully. The effectiveness of the plays also depends in a measure on the proper relationship of plays and a logical sequence.

Skeptics of this style of play say the plays depend too much on mistakes by opposing linemen. This criticism is only partly true. If a team depends on them entirely they are not so good, but the plays will succeed against the best teams if properly used. The timing, faking, blocking, and general execution of the plays must be good. Then they will work against good ball players because good tacklers are eager to get to the ball-carrier. The temptation to get the ball-carrier is hard to resist and often leads the best of players into the trap.

Games, Drills and Teaching Devices for Basketball

(Continued from page 29)

3. TWO MAN CRISS-CROSS TO END OF FLOOR AND RETURN: Player 1 receives pass, dribbles, passes to 2, cuts behind 2, who is dribbling, and receives pass from 2. Repeat. (Diagram 19)
4. BASKET BASEBALL: Pitcher push-passes to batter, who catches the ball and either push-passes or bowls it into fair territory. Batter then picks up another ball and dribbles around all bases to home. Object is for fielders to recover ball and pass it around bases in proper order (you set rule of once or twice around) before the batter can reach home dribbling second ball. You set up your own rules (such as batter dropping "pitched" ball is out). (Diagram 20)
5. COMBINATIONS: Combine dribbling with games listed under "Passing."

Individual Defensive Play in Basketball

(Continued from page 10)

- C. Guarding two men, one of whom has the ball.
- D. Guarding (two guards) against three offensive men.
- E. Guarding (four guards) against five offensive men.
- F. Guarding against rebound shots.
- G. Co-ordinating team play.
- H. Defending against special situations.

The Development of Reserve Basketball Teams

By Floyd H. Baker
Bridgeport, Ohio, High School

MANY high school coaches advocate carrying strong reserve squads as a means of maintaining winning basketball teams over a long period of time. One plan for developing reserve teams is discussed in this article. Floyd H. Baker, the author, attended Purdue University for two years and then spent three years in the physical education department of Wittenberg College, from which he was graduated in 1929. He is in his ninth year of coaching and in his seventh at Bridgeport, Ohio, High School.

WHEN basketball began developing from a physical education class activity into a sport promoted by colleges, schools and other organized groups, the crowd pleasing values of the game became apparent.

When competitive basketball was in its infancy, it was the policy of coaches to take the five or six best players who were available in a school or organization and go forth to compete against a team representing some other group. Little attention was paid to the preparation of the players in the time preceding the game. When the evening of the game arrived, if the contest was of any great importance to the competing groups and their camp followers, the hall or gymnasium was filled long before the contest was scheduled to begin. Fans filled in the time arguing with the followers of the opposing team, or talking with their nearest neighbors.

Growth of the Reserve Team

It soon became evident to the promoters of basketball games that something should be done to fill in the time between the opening of the hall or gymnasium doors until the main attraction of the evening was scheduled to begin. Since the fans came to see basketball, it was evident that it would be a good plan to give them an additional basketball game. At first, representing various outside groups were brought together in these preliminary games. Later, school officials developed the idea of promoting contests between two lesser groups of the two competing schools. This provided more fan interest than bringing together two outside teams. A few years later, it began to be evident to secondary schools and colleges, espe-

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By **FRANK WILTON**

Head Football Coach
Miami University
Oxford, Ohio

A NEW APPROACH TO FOOTBALL PROBLEMS

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cially the former, that there was need of a place to train and experience players who were to be on the teams in the coming years. The thought then occurred, "Why not have our reserve or second teams play the preliminary games, thus furnishing a place to develop future varsity material and giving the fans a game with an appeal to their interest?" Thus was born the reserve game.

Reserve games today are the acknowledged training schools of future varsity players. Such games give the young players a chance to become acquainted with the competition they will be playing later on, and give them experience on strange floors and in playing before crowds. The development of the fan interest in reserve games and their importance as training schools for young players has led many secondary schools to make a reserve team game a part of the contract when scheduling a varsity game.

The 10-10 Plan

If the reserve team is a part of our school basketball program, the question arises, "Where does the varsity leave off and the reserve team begin?" If a different coach handles each team, it is only human nature that each should like to have as many good players as possible on his squad. There came into vogue a few years ago a plan whereby ten players were kept on the varsity and ten on the reserve team. Thus was originated what we may call the "10-10 plan" of varsity and reserve basketball squads.

Both as player and as coach I discovered in this plan several faults that needed correction. I found that many boys, especially seniors, were carried who practically never played below varsity caliber, and they were carried after they had reached their peak development and were used only for scrimmage purposes or to give them a chance to win a "service" letter for their years on the squad. I also found that many promising young players, who were not quite good enough to be among the first five but who were too good to be left to the coach of the reserve team, were kept on the squad and on the bench receiving only a few minutes of play in any one game, thus missing the valuable experience they should have as members of the reserve team. Sitting on the bench slows the development of the player, keeps him from game experience that he must have to be a well-rounded player and makes for less experienced, less powerful varsities in future years. Weak reserve teams lose crowd interest, thus cutting down on the drawing power of basketball. They cause many potentially good basketball players to quit the game in disgust, for these players do not want to go out every game night and be "slaughtered" to the tune of forty or fifty points.

During my study of the 10-10 plan of varsity and reserve basketball squads, I evolved what I shall call the "5-15" plan. I use only five boys as the varsity and all other players as the reserve squad, which usually amounts to from ten to fifteen boys. This plan produces a stronger varsity by giving boys more experience while playing on the reserve squad. A larger reserve squad gives the coach more chance to find future varsity men and to eliminate or switch into intramural basketball those boys who will not be among the first five or seven players on the varsity squad. Coaches are willing to experiment and substitute more in reserve games than in varsity contests, since there is no pressure to win. This gives players a chance to find themselves in actual competition where they can develop their game and not worry about winning.

Of course, the same coach must handle reserve and varsity squads, but since most gymnasiums have at least three baskets, and each basket handles at least six players, this is not a great handicap. The two groups in the 5-15 plan thus are given the same training in fundamentals, the same plays and signals and the same system. Players on the reserve squad down to the last man, may be substituted into the varsity. After playing a reserve game, the best five or seven may be used as replacements for varsity games. They usually are not needed until near the end of the third or the start of the fourth quarter and therefore have an opportunity for a long rest. Chance of overwork is largely eliminated.

Operating the 5-15 Plan

It will be easier to understand the workings and value of this 5-15 plan, which in many cases with me has been 5-5 and never more than 5-11, if it is discussed as we operate it here at Bridgeport High School. Larger schools might use a 7-15 plan if the number of good reserves is large. Last season we carried a squad of sixteen boys which is the largest in the six years of my coaching stay at Bridgeport.

All but the first five or varsity players are dressed for the reserve game. The starting five in reserve games are the five boys next in ability to the varsity five. With a chance to win always in mind, I substitute as much as possible until the end of the game the starting five are replaced by a second five and they in turn as much as possible by additional boys. We have no "scrubs" on our squad. We have five varsity and five reserve players. The remainder are classed as "All-Americans." Usually there are one or two boys who are used more to substitute for the varsity than the others. These boys are removed from the reserve game as soon as it seems to be under control of our

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1912, AND MARCH 3, 1933**

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(My commission expires Nov. 21, 1940.)

team, thus saving them as much as pos-
sible for their play with the varsity squad.

The five varsity players dress for their
contest during the second half of the re-
serve game, and as soon as the gun ends
the reserve contest I hasten to the dress-
ing room for a few minutes of talk with
them before they go on the floor for their
pre-game warm-up practice. The reserve
players change into clean uniforms after
wiping off their bodies with damp and
then dry towels, and are on the bench
several minutes before the varsity contest
is to start. The boys who are used as
first choice substitutes go immediately to
the dressing room after being withdrawn
from the reserve game, thus being ready to
go on the floor with the varsity.

Results of the 5-15 Plan

Over a period of the past four years our
reserve squads have won 75 games, losing
only 7. This record has not been at the
expense of our varsity, for in the same
four years the varsity squads have won,
including tournament games, 92 contests,
losing 17. During the 1936-37 season just
past, the Bridgeport reserves won 20 con-

Season	Reserve Squad Personnel				Games Won	Games Lost
	Freshmen	Sophomores	Juniors	Seniors		
1933-34.....	5	3	2	0	16	3
1934-35.....	2	7	0	0	21	1
1935-36.....	4	1	3	0	18	3
1936-37.....	3	7	1	0	20	0
	14	18	6	0	75	7

secutive contests for an undefeated season.
Some critics may cry, "You play all but
the first five men and your opponents fol-
low the usual practice of ten men on the
varsity and ten on the reserve team." The
answer is that other coaches have the same
privilege as I to use all their players.
Other critics may hazard the statement
that we play upper-classmen, juniors and
seniors, while our opponents play only
freshmen and sophomores. We never here
at Bridgeport carry on the squad a senior
who is not among the first five or six men
on the squad and never permit one to
play in the reserve team contest. The
records of the past four reserve teams and
the number and class in school of the boys
who comprised those reserve squads are
shown in the accompanying table.

From the statistics shown in the table,
it may be seen that freshmen and soph-
omores have largely predominated. The
juniors carried have been boys who the
next year would move up to regular
varsity starting posts. The three juniors
in the 1935-36 reserves moved up in 1936-
37 to give Bridgeport an all-senior varsity
which won 23 and lost 3 games, the best
record in the school's history. These same

boys as an all-sophomore reserve team in
1934-35 won 21 games and lost 1. The
1936-37 reserve team which was unde-
feated, had a starting lineup of one junior
and four sophomores. These five boys
will be the starting varsity five in 1937-38.

In larger schools or school systems, where
there are junior high schools, separate
freshmen squads are employed, which
eliminate first year men from the reserve
squads. Bridgeport is a class "A" high
school in athletic competition.

In closing, let me state that the 5-15
plan of varsity and reserve basketball
squads is not only better than the 10-10
plan for selecting and developing future
varsity material; it helps also to put play-
ers on the floor who are confident, well
trained, experienced and potential winners.
Last and very important, the 5-15 plan
gives basketball drawing power. Fans like
to see a team of well trained, aggressive
youngsters who know the game and fur-
nish an interesting basketball contest. It
will be found that when this plan is used
most fans are in their seats by the time
the reserve contest starts, instead of wait-
ing until just before the opening of the
varsity game. As parents enjoy watching

children develop, so do fans enjoy seeing
players who will comprise the varsity of
next year and the year after as they grow
and develop into winners.

Punting, a Valuable Asset in Late-Season Games

(Continued from page 7)

under fire in several games. His courage
and confidence have been increased, if he
has had none or few punts blocked. If, on
the other hand, his punts have been
blocked, the coach should analyze the sit-
uation. Is the center passing the ball in
such a way that the punter's steps,
rhythm and speed are being co-ordinated
into accurate punting? Is the kicker tak-
ing too many steps or is he kicking too
close to the line? Is he holding the ball
too long or is his line failing in their as-
signments?

Good blocking, in the final games of the
season, is the team's contribution to effec-
tive punting. It is easier to get good
blocking on the kicks, if there is a strong
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a punt formation.

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